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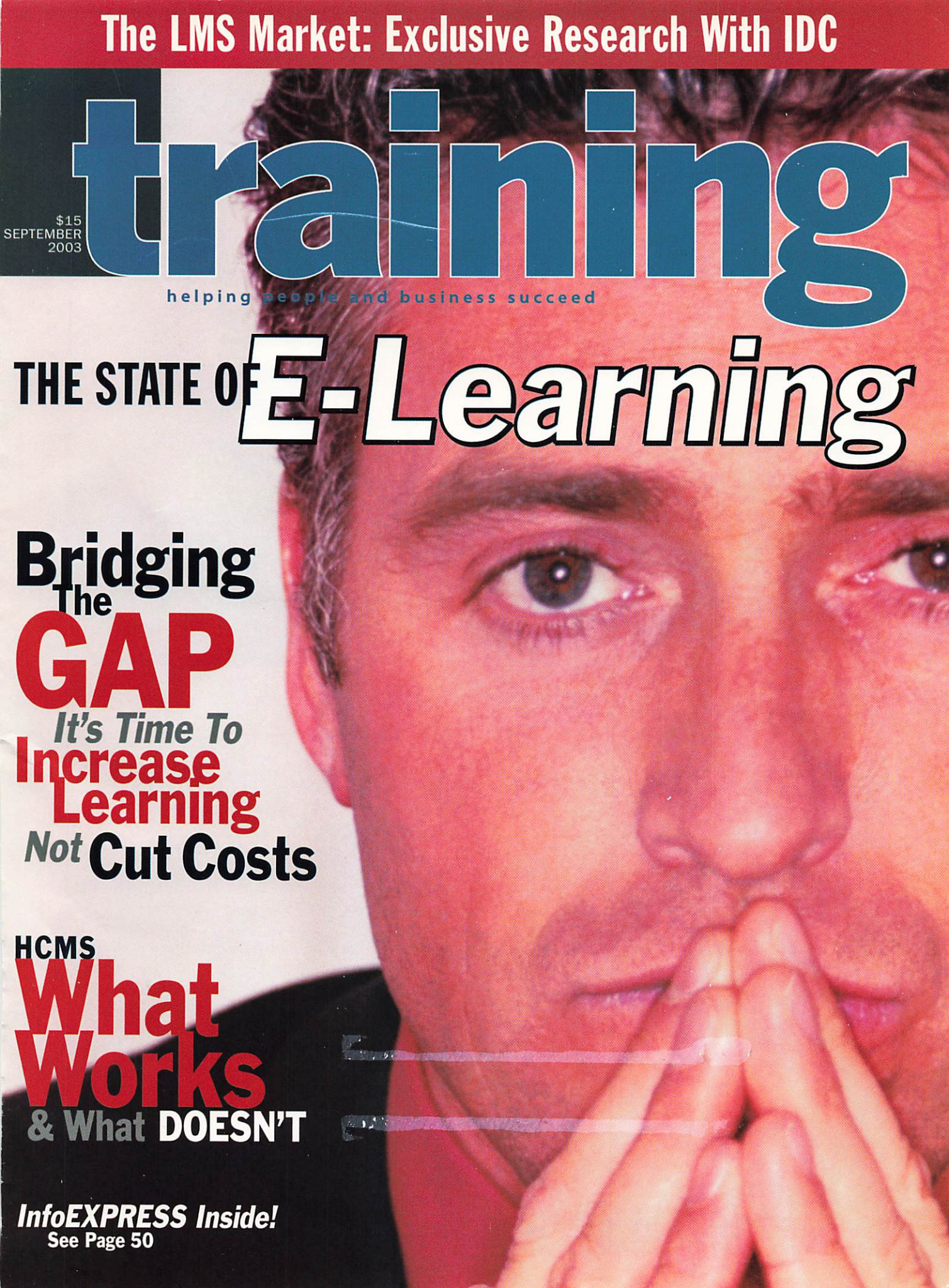

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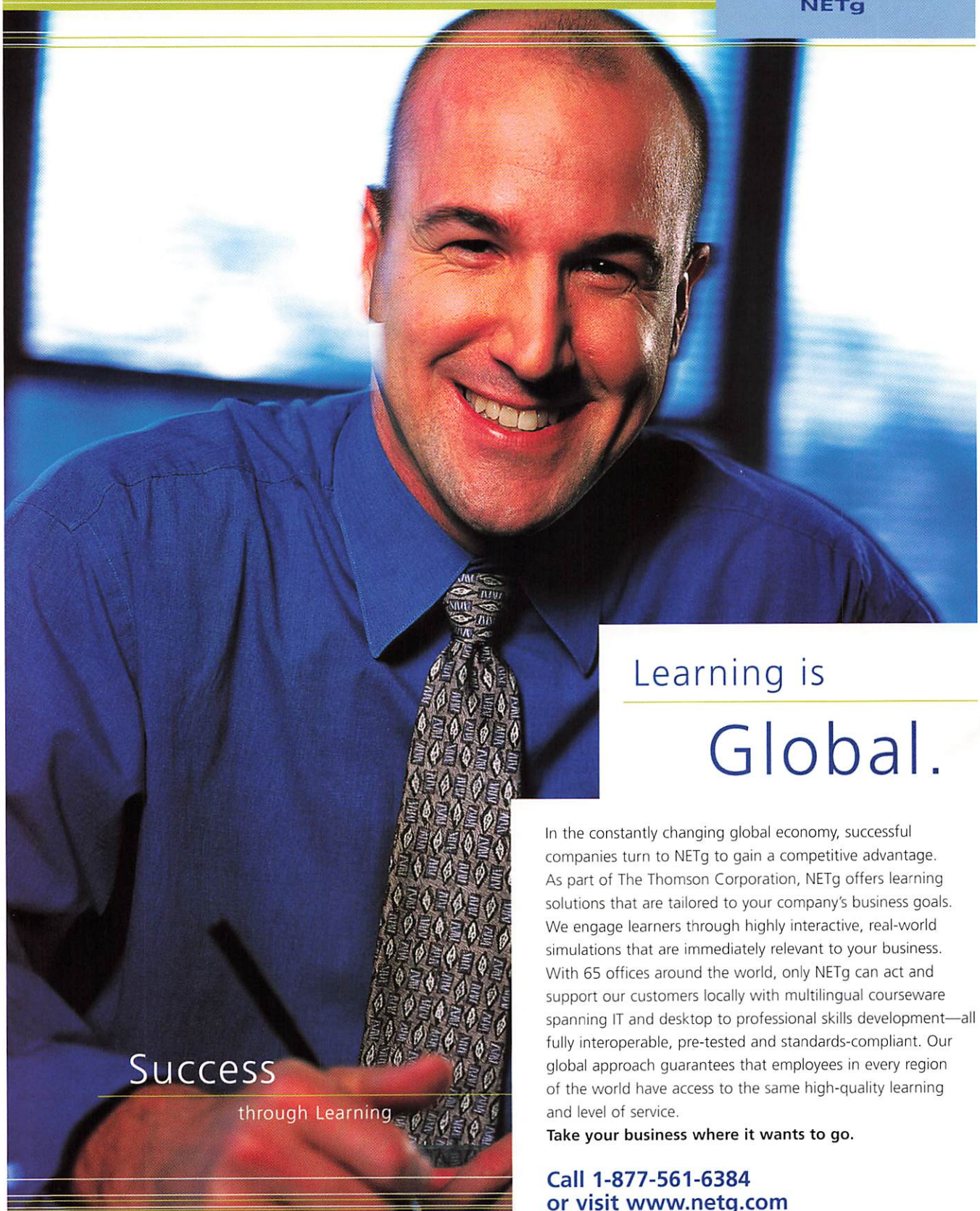

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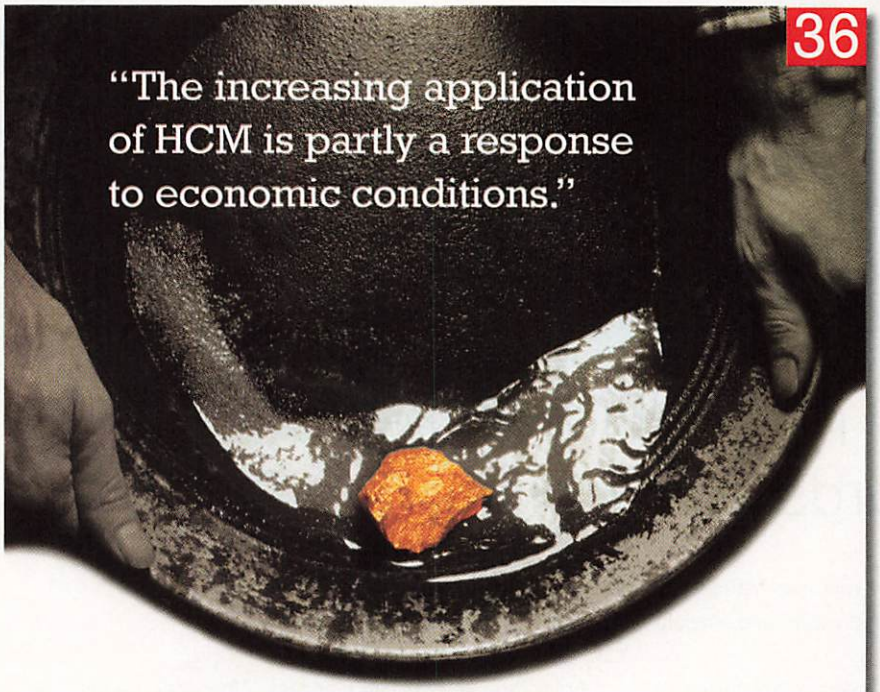

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BY TAMMY GALVIN

Who's To Blame?

It's frustrating, isn't it? You've been asked, yet again, to cut thousands from your training and development budget in light of fiscally challenging times. After all, ongoing education is merely a nice-to-have, right? It isn't *really* a necessity. Unfortunately, one of the reasons it's the first to be cut—and likely not missed—is that it has been so severely undervalued for far too long. Ironically, businesses large and small have loudly bemoaned the skills of entry-level workers for decades. Yet if businesses truly valued academic success, wouldn't they at least request a high school or college transcript as part of the job application process? In fact, very few do. In many U.S. high schools, more than half of the students work part time. How powerful a message would it be to students to know, at this early age, that potential employers actually do care about how they perform in school? The message they receive instead, unfortunately, is that it just isn't relevant.

No, it's easier and less messy for businesses to place the blame squarely on the shoulders of our nation's education system—which is by no means perfect either. In that environment, academic achievers typically aren't in the lead car at homecoming nor are they featured on the news like their fellow students, the jocks. Rather, they're pushed to the fringe of the social pecking order. You know who they are: the nerds. When their advanced-placement classes or extra-curricular activities are cut due to budget constraints or insufficient participation, you don't find a packed school board meeting like you would if a sport were cut for similar reasons.

And what about inside the actual halls of our esteemed learning places? Is academic achievement proudly on display? No, trophy case after trophy case of athletic achievements line most walls, and there is seldom an academic award in sight. Better yet, ever heard of an academic banquet? Athletic ones abound.

Just as businesses point the finger at the education system, schools often turn on the parents in traditional point-the-finger fashion. At least they have academic success as the top priority for their children, right? Some, sure. But consider the fact that most high schools are elated to have 50 percent of parents show up for open houses, parent conferences or the host of other opportunities to partner in their child's education. For every parent who shows up, there are two who don't. In recent studies, many parents could not identify the names of their child's teachers. In fact, many couldn't even identify which classes their child was taking.

JUST AS BUSINESSES POINT THE FINGER AT THE EDUCATION SYSTEM, SCHOOLS OFTEN TURN ON THE PARENTS IN TRADITIONAL POINT-THE-FINGER FASHION.

TAMMY GALVIN

So who is to blame? Well, a definite influencer of all things young and small is, of course, the media. News programs are far more apt to show highlights from the state basketball championship game than they are the state's debate finals. How often are "good students" portrayed in movies or on TV? Imagine if Bart Simpson was a straight-A student.

What's sad is that as adults we often don't even notice when this devaluing of academic achievement takes place on all fronts. Guess what? Kids do. They notice what gets our attention, and academic achievement is often far down on the list.

So just where did this blatant devaluing of academic achievement come from? Clearly, it has happened in myriad places, by myriad people, over a long period of time, so there is no single answer or entity to blame. Wouldn't it be wonderful, though, if the blame game stopped, and we, as a society, began placing a priority on education and definitively began to show the youth of today that academic achievement should be a young person's single most important priority? I don't think many people would be opposed to that suggestion. The catch is getting our business communities, parents, media and schools aligned in delivering that same message. Then, just maybe, education wouldn't be among the first budget cuts ... in the private or the public sector.

TAMMY GALVIN is the executive editor of *Training*. edit@trainingmag.com

ON A SEPARATE NOTE: As the industry-leading publication, we realize that *Training* magazine must continue to evolve with the ever-changing and challenging business world in which our readers operate. To that end, we are debuting a revamped editorial package and fresh look in this issue. You'll notice a greater variety and quantity of feaures, including a new "What Works" quick-results-type monthly piece, as well as enhanced departments—all of which presents more thought-provoking and timely solutions that our readers can immediately adapt to their unique situations and implement today. As always, let us know what you think.

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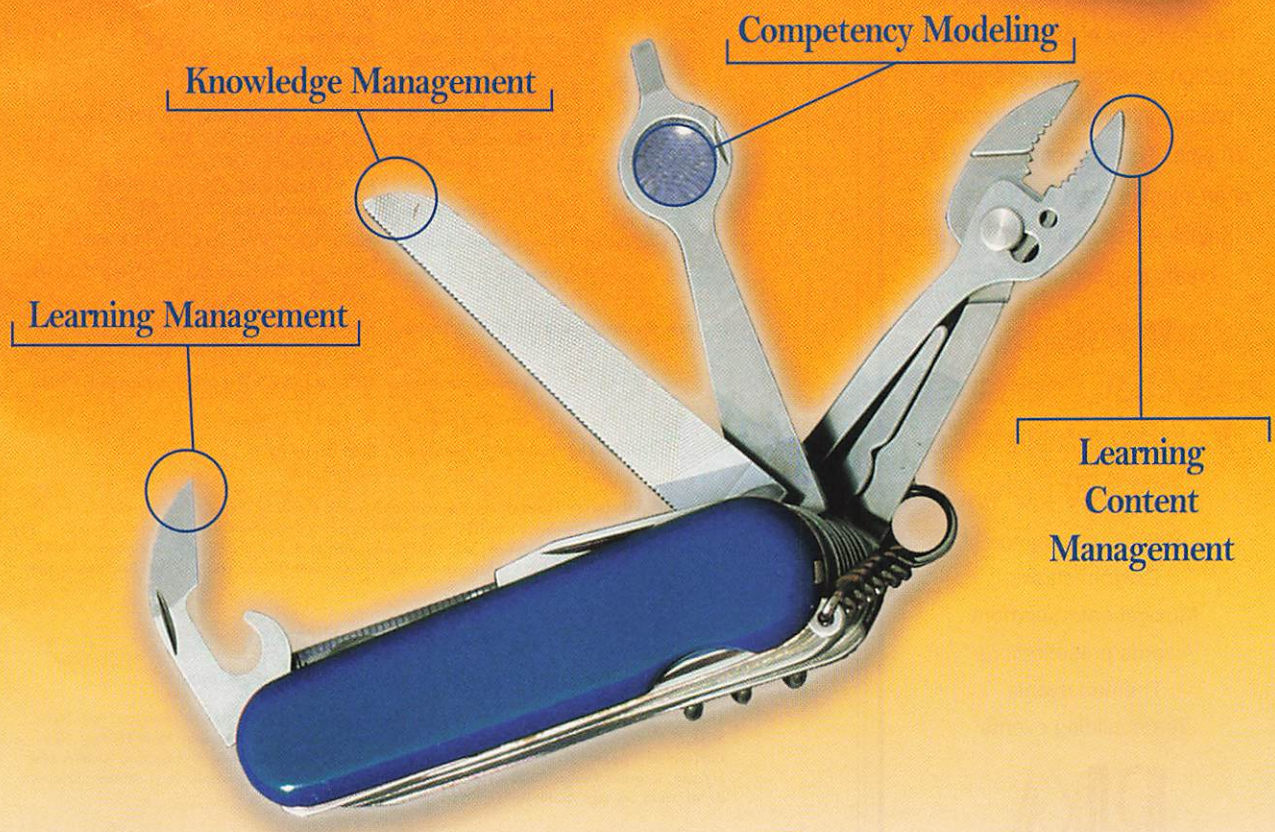

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Behavioral Repertoire

Every few years trainers decide they aren't. Trainers, that is. They are educators. How exactly this rebranding urge arises spontaneously from the great collective unconscious of the body Trainerous North Americanus is beyond my meager ability to speculate, but it does.

As crocuses herald spring, the obvious symptom of a pending revival of this decades-old "trainer vs. educator" debate is the rejection of behavior change as an important measure of training efficacy. So I knew the game was once again afoot when I recently heard a well-known, highly respected professor of our craft declare, "I don't teach behavioral objectives anymore. Most of the behavior involved in contemporary jobs is trivial. The important things take place in the mind."

Even one of my colleagues here at *Training* was, apparently, seduced by that siren song and went so far as to declare behavior change to be not only irrelevant, but vaguely immoral as well when he quoted Steven Pinker: "But we cannot pretend that we can reshape behavior without infringing in some way on other people's freedom and happiness" (Apropos, May).

And the absolute clearest harbinger is when you start hearing phrases like, "Dogs are trained. People are educated. And after all, we *do* work with people, do we not?"

The ideal of training as a lofty endeavor in which a wise, knowing person enlightens the mind and elevates the spirit of a dimly sapient supplicant is seductive. Many of us harbor at least some small hope that we are bringing something of value to others' lives; that we are in some small way, at least junior-grade Truth Bringers. "Take and learn. This is the body of knowledge I giveth to thee. Arise and go forth enlightened," we say.

The fact that they sit and we stand, at least in the classroom version of what we do, adds momentum to the notion. They're sitting right there, taking notes, staying awake—for the most part—and nodding their heads. We are then, are we not, direct legates of Socrates? Vain perhaps, but mostly harmless.

It is the next step in that logic chain, the one that reads, "They shall know our truth, and that is sufficient to set their performance," that is the dangerous delusion. To assume that knowing and the ability to do are synonymous or so closely aligned that the differences are trivial is to completely misunderstand the subtleties of knowing and the elusive natures of learning and performance.

MANY OF US HARBOR AT LEAST SOME SMALL HOPE THAT WE ARE BRINGING SOMETHING OF VALUE TO OTHERS' LIVES; THAT WE ARE IN SOME SMALL WAY, AT LEAST JUNIOR-GRADE TRUTH BRINGERS.

RON ZEMKE

I have two humble examples. One of the most maddening things you and I experience as consumers is poor service from a call center. Carl Binder of Binder-Rhea Associates, Santa Rosa, Calif., has demonstrated time and again that customer service reps, drilled in detail on locating information, speaking precisely with customers and problem solving are seen as bright, efficient and caring representatives of the organization. All that without vague lectures about a customer-centered attitude and the sublime joys of serving one's fellow man.

Gail Boylan, former chief nursing officer of Baptist Health Care, Pensacola, Fla., now with the Studor Group, was never a believer in scripting—giving trainees word-for-word recitations to use in face-to-face conversations with patients.

That was until she made a field trip to a sister institution in Chicago and discovered that instructing aides and nurses, even janitors, to say "Is there anything else I can do while I'm here? I have time to help you," decreased patient calls to nursing stations by 40 percent. Today, Boylan is as strong a believer in interpersonal precision as she is in, say, intravenous accuracy.

Trivial, inconsequential examples? Not to the 2.5 million people who go to work everyday in North American call centers. Nor to the 6 million doctors, nurses, pharmacists and technicians who labor to keep us alive and well.

What we do, cousins, is help people master the details and develop the precision of their chosen art, craft or profession; to build a fluid behavioral repertoire of skills that ultimately expresses their notions, ideas and concepts. Without that precise behavioral repertoire, there can be no expression of mind.

RON ZEMKE *is a senior editor of* Training.
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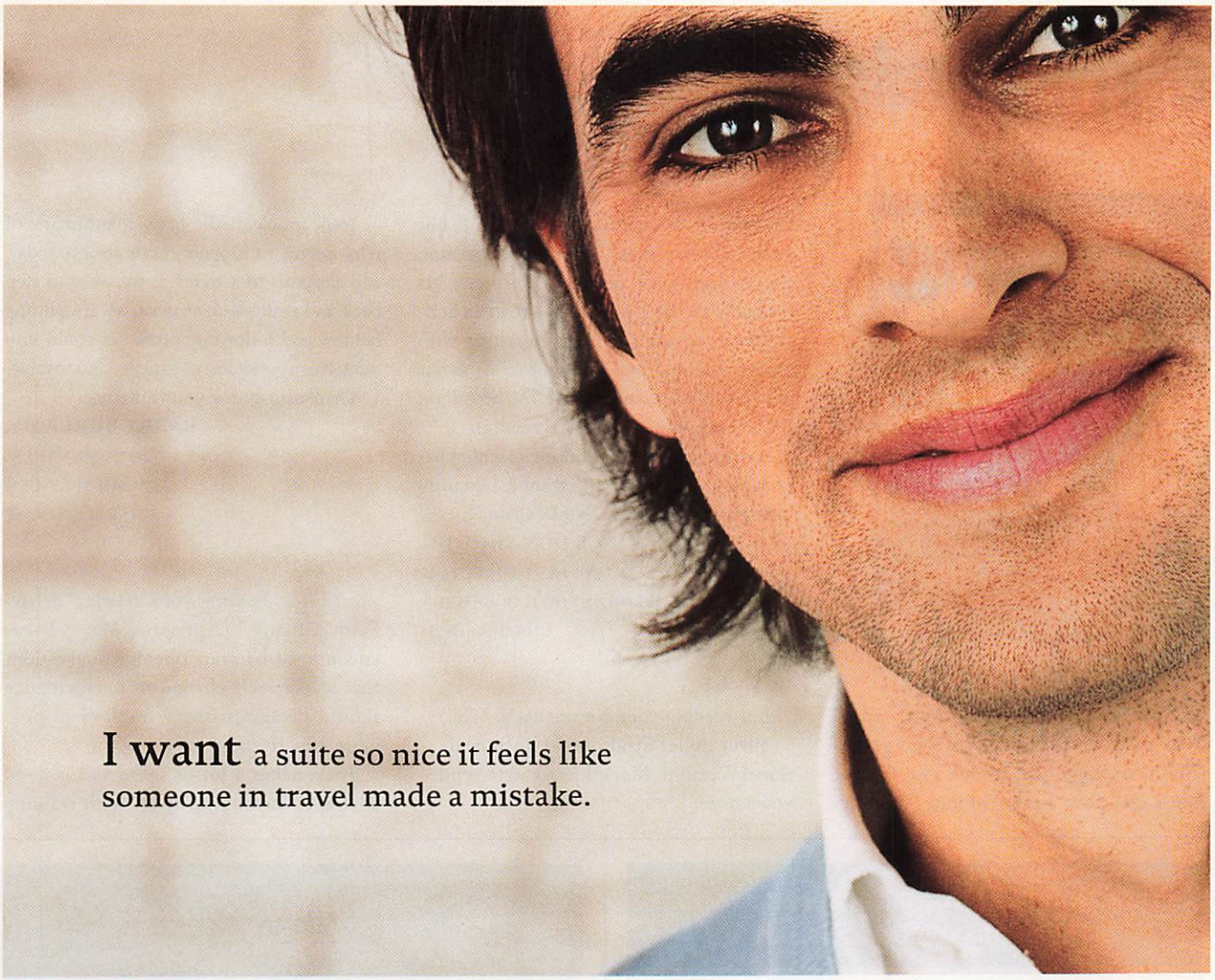

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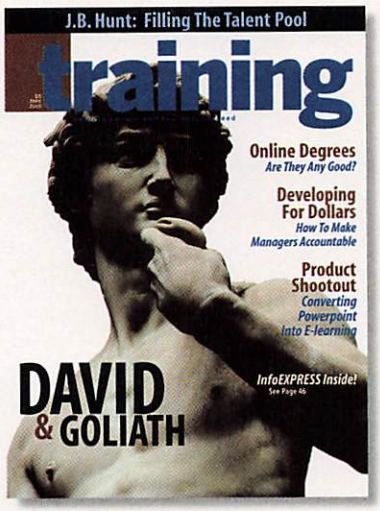

NOT AN EQUATION

Thank you, thank you, thank you!! In your article, "Online Degrees" (May), on page 28, under The Online Eduscape, your first sentence "Distance learning has been around a long time, but in the last five years the Internet became its predominant mode of delivery." is probably the first time I have read an article NOT equating distance learning with online learning and alluding to its other delivery modes (interactive TV, broadcast TV, correspondence, stored media).

It really irks me that online learning has come to encompass distance learning instead of vice versa. Thanks again.

VINCE DONAHUE JR.,
ASSISTANT DIRECTOR,
ILLINOIS VIRTUAL CAMPUS,
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TREND ALERT

After reading your comments in "The Silver Bullet Syndrome" (Unconventional Wisdom, May), I just had to send you a note.

Your article really gives a summary of what seems to happen in our society today, and alerts us to a trend. If we were to step back and really look at what we are putting faith in and following, often we could save ourselves a good deal of expense and trouble.

Thanks again for your efforts!

BARRY BURGAMY,
OPERATIONS MANAGER,
CMH SERVICES,
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A DISTURBING DISTORTION

As I began reading your article, "Behavior Change" (Apropos, May), I was encouraged by your opening suggestions that a learner's change in performance should be the primary method of program effectiveness.

That makes a lot of sense and is good advice to anyone involved with training

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program development and evaluation. As I continued to read your article, however, encouragement was quickly replaced by dismay. Your transition from a general discussion of "outmoded instructional design" to Pinker's refutation of the Skinnerian perspective erroneously gives the impression that behavioral technology as applied to the training environment is responsible for a view that "rewards employees as grist for the mill." No one properly training in Skinnerian psychology, or more correctly termed, as a behavior analyst, would ever consider treating, as you indicate, "human capital" as a "homogenous lump—infinitely malleable for the tasks at hand," in spite of Pinker's arguments and his taking potshots at a highly distorted view of the behavioral perspective.

The "problem" with behavior technologies continues to be a problem of training. The basic concepts of reinforcement are easy to grasp, leading would-be practitioners to believe they are qualified to develop behavior management programs. Unfortunately, while their intentions are good, the results of their efforts are often at best marginally effective, or worse, result in performance decreases. Many trainers want to use the power of behavior technologies, but have not received the necessary professional training.

We should question and evaluate the effect current management programs have on employees' behavior. When managers respond to employees' performance in positive, consistent and sincere ways, employees will feel their efforts are appreciated AND respected. This will generate an intimate awareness of their contributions toward the success of the company—normal goals of both good managers and good behavior analysts. When managers attempt to control employees' performance using superficial, simplistic, insincere and otherwise contrived "reward" programs, it should not be surprising to find that employees follow the manager's lead by demonstrating, as you indicate, "self-serving behavior and skin-deep organizational commitment."

LEWIS WEBER,
DISTRICT MANAGER,
RITZ CAMERA CENTERS,
SARASOTA, FL

INDUSTRY KUDOS

I always read the Editor's Notebook first when I receive *Training* magazine. Tammy Galvin always captures the most current trends, thoughts and activities in our industry. I am constantly impressed with how much you say in such a small article.

I would love to meet Ron Zemke. He complements Galvin well in his column, Unconventional Wisdom. It appears that Galvin takes the big picture and Zemke takes a zoom-in look at issues—both capturing the industry mood precisely.

I am not shocked, but certainly disappointed in the negative comments you received concerning your February cover story "Weapons of Mass Instruction." Not only am I a training and education professional, I'm also an Army reservist with 20 years of experience training in, with and for the Army, holding my breath and waiting my turn for possible deployment. I found the title appropriate, eye-catching, timely, and illustrating excellent marketing techniques. I'm sorry others fail to see beyond the war in Iraq.

MIKE WARD,
SENIOR TRAINING SPECIALIST,
NORTHROP GRUMMAN INFORMATION TECHNOLOGY/TASC,
ST. LOUIS

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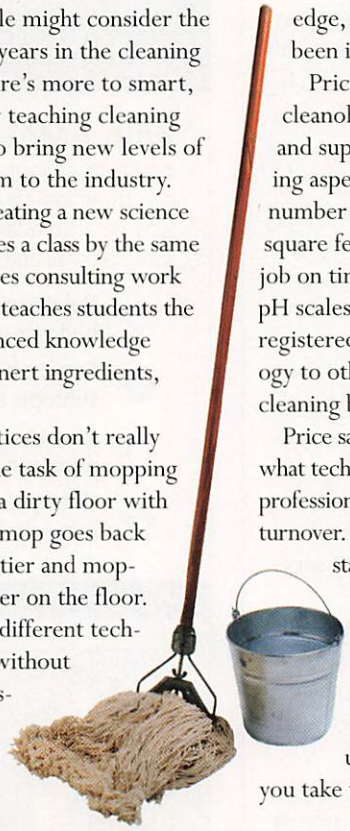
Kicking The Bucket

From a training perspective, many people might consider the cleaning industry a no-brainer. But 35 years in the cleaning industry have taught George Price that there's more to smart, successful cleaning than pushing a mop. By teaching cleaning personnel what he has learned, he hopes to bring new levels of performance, retention and professionalism to the industry.

Over the past 10 years, Price has been creating a new science of cleaning he calls "cleanology." Price teaches a class by the same name at Rice University in Houston, and does consulting work with area cleaning firms. In both venues, he teaches students the basics of cleaning. He also shares more advanced knowledge with them, such as use-dilution, active and inert ingredients, and the pH scale.

To explain how traditional cleaning practices don't really work and need improvement, Price uses the task of mopping the floor as an example. Because mopping a dirty floor with a mop makes the mop dirty, each time the mop goes back in a bucket of water, the water just gets dirtier and mopping becomes an act of spreading dirty water on the floor. Instead, Price teaches his students to use a different technique: hot water vapor, which kills germs without using dirty water. "The mop is actually causing us to work harder instead of smarter," Price says. "Using hot water vapor, though, increases productivity and knowledge, and the quality for the customer is where it should have been in the first place."



Price teaches three levels: basic, certified and registered cleanology. At the basic level, students learn about materials and supplies. Students at the certified level learn the engineering aspects of cleaning, such as how to determine the right number of staff for a building, how to calculate how many square feet of a building must be cleaned per hour to complete a job on time, or which chemicals really clean what areas (based on pH scales rather than color or smell of the cleaning agent). At the registered level, students are required to be able to teach cleanology to others. "The registered person could actually go into a cleaning business themselves and be able to run it," Price says.

Price says that cleanology imparts more than information about what technologies to use. It teaches cleaning staff to think in terms of professionalism and ownership of their work, which in turn reduces turnover. Price believes that although some don't think that cleaning staff can be taught advanced knowledge about their profession, the will to train them is what makes the difference.

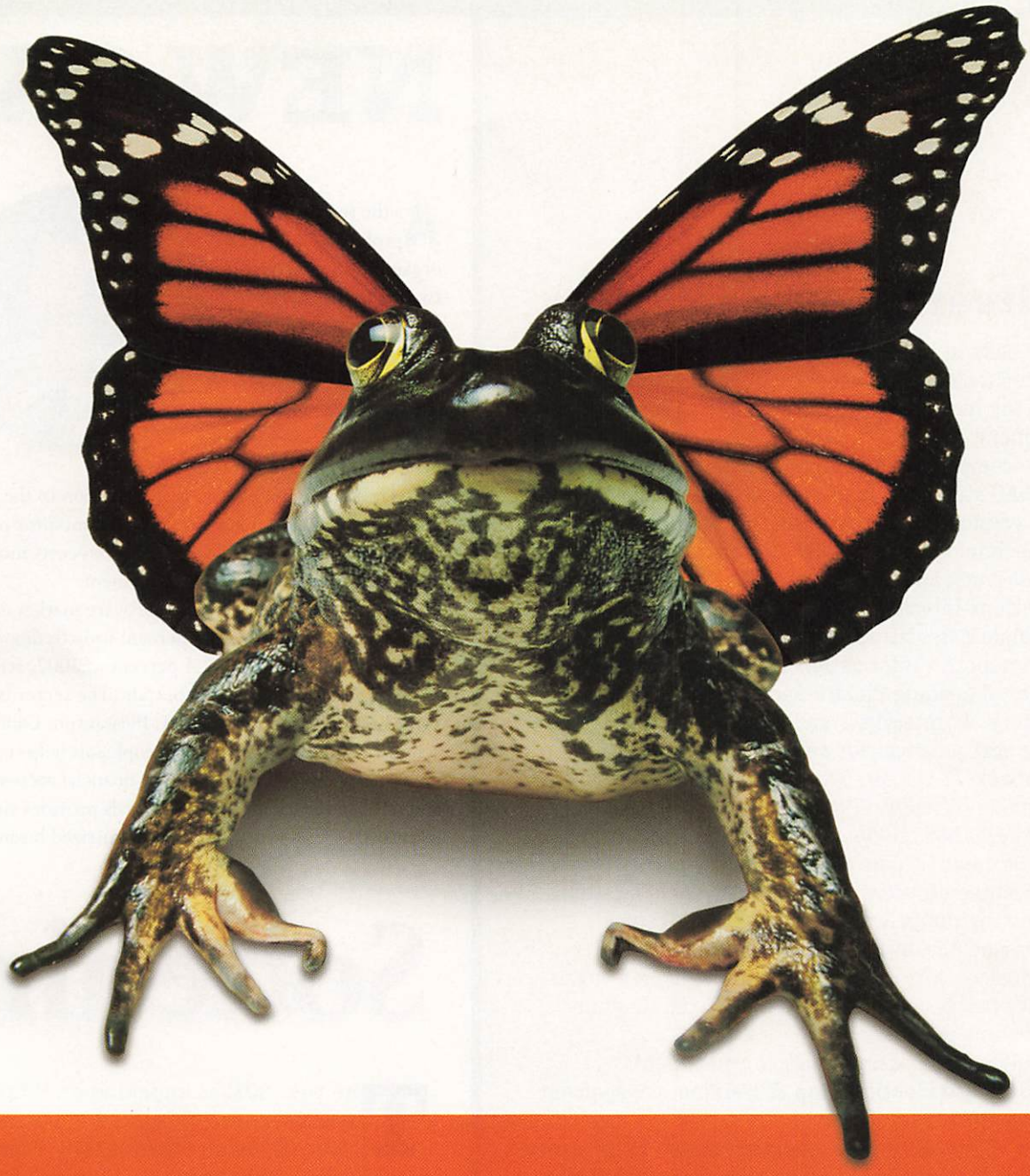
"There are some people in the cleaning business that have problems with reading and writing because of their educational background," Price says. "But let's give employees an opportunity to become professionals by understanding what they're using. I say they do get it—if you take time to teach them." —*H.D.*

>> noted

The Role Of The Narcissist

"Over the past several years, the American public has been seduced by the promise of visionary leaders, narcissistic CEOs who trumpeted unparalleled profits, unlimited growth, and a new economy of technology-based businesses. More often than not, this promise gave way to dot-com disasters, failed corporate conglomerates, and technology that never found a place in the market. ... Productive narcissists emerge during times of economic upheaval, cataclysmic change, and crisis; they are ideally suited, as Freud writes, to 'damage the established state of affairs,' giving direction and meaning to societies in a state of flux. During these times, narcissistic leaders, for better or for worse, create a new visionary order, as in each one of these revolutionary periods: the civil rights movement (Martin Luther King Jr.), the Reformation (Martin Luther), the Cuban Revolution (Fidel Castro and Che Guevara), the Russian Revolution (Lenin, Trotsky and Stalin), Indian independence (Gandhi), the Chinese Communist Revolution (Mao Tse-tung) and the Great Depression (Franklin Delano Roosevelt)."

—Michael Maccoby,
The Productive Narcissist
Broadway Books, 2003



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BEST PRACTICES

Delivering IT Programs

It's not easy to train information technology workers. Rapid technological change, cost and the economy are among the barriers to effective training programs, the U.S. General Accounting Office found in a recent study of large companies' IT training programs.

The GAO studied IT training programs for both IT and non-IT employees at companies including AT&T, Cisco, Delta Technology, Fannie Mae, FleetBoston, IBM, International Truck and Engine Corp., Raytheon, Science Applications International Corp., and United Services Automobile Association. It presented its findings in its January report, "Information Technology Training: Practices of Leading Private-Sector Companies."

Based on its interviews and studies, the GAO identified six best practices for delivering IT training.

1. Provide IT trainees with the flexibility to choose among different IT training delivery methods.
2. Ensure that on-the-job training is planned and monitored as part of the training process.
3. Combine different teaching methods (Web-based and instructor-led) within the same course.
4. Provide just-in-time training.
5. Consider outsourcing training solutions—university partnerships and external IT training and content providers.
6. Build courses using reusable components.

The GAO also identified top IT training management processes, including:

Align IT training with business goals. Enlist executive-level champions and involve critical stakeholders.

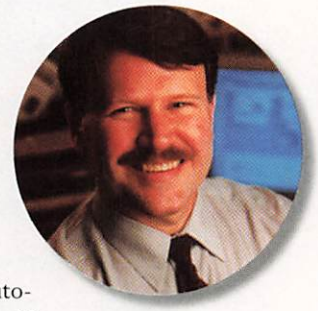
Identify and assess IT training needs. Document competencies and skills required for each job description and perform a gap analysis to determine needed training.

Allocate IT training resources. Use an investment process to select and manage training projects. Provide resources for management training, such as leadership and project management.

Design and deliver IT training. Give trainees choices among different delivery methods. Build courses using reusable components.

Evaluate and demonstrate the value of IT training. Collect information on how job performance is affected by training. Assess evaluation results in terms of business impact. —*G.J.*

NEW GAM



As the senior training professional in your organization, you have two choices: Get an enterprise perspective or get out of the way.

CEOs have a love-hate relationship with enterprise software. It automates basic procedures and lowers costs. It funnels companywide information to the right people to help them plan, set goals and monitor performance. But enterprise software often costs more than expected and takes longer to implement.

Nevertheless, the enterprise software market is expected to rebound with 3 percent growth this year to $36.9 billion after falling 2.4 percent in 2002, according to AMR Research of Palo Alto, Calif. The sector is even vigorous enough for PeopleSoft, Pleasanton, Calif., to acquire J.D. Edwards, Denver. PeopleSoft helps companies with personnel management, financial accounting and sales and marketing. J.D. Edwards provides similar software targeting small- and medium-sized businesses.

Softening

The year 2010 is knocking on HR professionals' doors, causing them to ready their departments for a visitor that will surely bring challenges.

In the next seven years, the number of workers aged 55 or more is expected to increase by 47 percent, and the demographic shift makes it essential to look at the contributions older workers can make. Nearly two-thirds of the 428 HR professionals say they are slowly preparing for the shift, according to the 2003 Older Workers Survey conducted by the Society for Human Resource Management, the National Older Worker Career Center and the Committee for Economic Development.

Seventy-two percent of survey respondents say that some of the biggest advantages to hiring older workers are their willingness to work different hours, their ability to serve as

E, NEW RULES

What does this have to do with training? Two things. First, top executives know the future success of their organization depends on the smarts of their people. As a result, learning is becoming an enterprise issue.

Second, executives have seen the benefits of enterprise software when applied to a variety of functions, including finance, supply chain, human resource administration and customer relationships. Now it is the training function's turn, and enterprise software for managing learning has emerged in the form of learning management systems. When the economy picks up again, more executives will focus on this area. Perhaps in your organization, top management will require an enterprise perspective within the training function.

Are you ready? Is training as a profession ready? I don't think so.

A director at a high-tech company told me it had 18 different training groups. At a large consumer-products company, a group of 20 senior managers could only venture a guess of $100 million for the total annual training budget. Even at those organizations with a designated top training professional, not all training groups report to this person.

Is training a fragmented initiative in your corporation? Separate training fiefdoms prevent a focused enterprise approach. It leads to multiple courses on the same topic, dueling LMSs, duplicate staff and a set of hard-to-reconcile preferences when it comes time to choose software to serve the whole organization. The greater cost, however, is the lack of a bold, comprehensive learning strategy for the long-term interests of the organization.

BRANDON HALL *is the CEO and lead researcher at Brandon-hall.com, Sunnyvale, Calif. edit@trainingmag.com*

The Shortage

mentors and their invaluable experience. However, 53 percent say the biggest disadvantage is that they do not keep up with technology.

To combat the upcoming worker shortage, 36 percent of the respondents say they are increasing training. Seventy-eight percent say phased retirement enabling older workers to reduce hours and responsibilities would be very helpful.

Still, not everybody is on the bandwagon. Only 7 percent of respondents indicated that they had plans in place to address the retirement of older workers. Most respondents said they neither actively recruit older workers, nor do they do anything specific to retain them.

"To ensure success over the next 20 years, American companies will need significant contributions from older workers," says Charles Kolb, president of the Committee for Economic Development. "Everyone—employers, older workers and the nation—will benefit from an effective pro-work plan for older workers." —*H.J.*

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PLANNING AHEAD

Most companies focus a lot of energy on training employees as soon as they're hired. But the coated and specialty papers division of Bowater, a Greenville, S.C.-based paper producer, starts training potential employees before they even have a job opening.

Rather than begin to screen candidates when jobs open, Bowater (ranked #34 in the 2003 Training Top 100) maintains a pool of qualified candidates and only advertises for applicants when that pool gets low. Because Bowater is one of the higher-paying employers in the area, applicants are willing to wait. In fact, most apply while they're working somewhere else.

When Bowater advertises that applications are being taken, the company usually receives about 1,000. After eliminating those candidates who don't meet Bowater's requirements, applicants are selected for interviews. Those selected in the interview process are assessed using the Work Keys process, which measures their abilities in applied mathematics and technology, teamwork, reading for information, communications and economics.

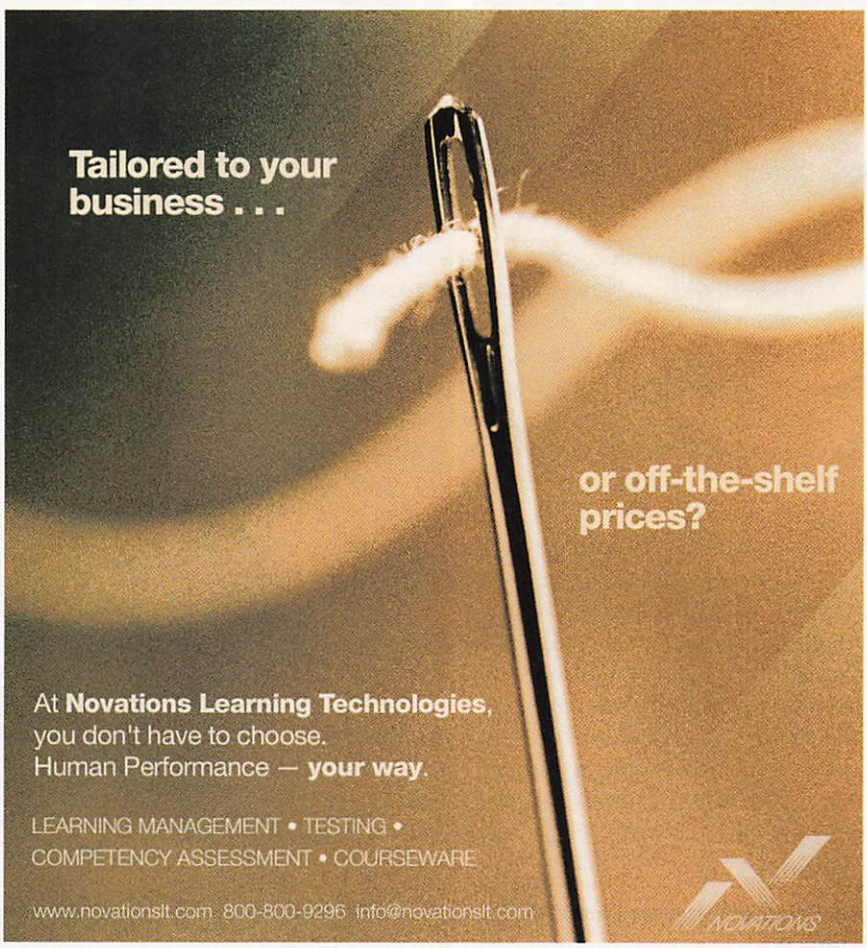
Bowater doesn't stop there, however. Applicants who demonstrate sufficient ability in these areas can take a 36-hour, pre-hire orientation class at a local technical college. The course is paid for, but applicants are not paid for the time they spend in class. Because many applicants are employed elsewhere, they attend the class in the evening.

"That training also gives us another opportunity to observe those folks and their work habits," says Jeff Gossett, the director of training and organization design at Bowater. "Do they show up for all the classes? Are they on time? Do they cooperate with their classmates when there are teamwork activities?"

When a job comes open and an applicant is hired, Bowater sends an orientation packet to the employee's home two weeks before his or her start date. The packet includes an annual report, the company's internal newsletter, and information about personnel, security and safety policies. It also includes brochures about available opportunities such as the onsite credit union, tuition reimbursement and others.

"When we designed this orientation program, we knew that there was a lot of stuff that folks really need to know and if we crammed too much, they wouldn't remember," says Gossett. "So we send the information to their home two weeks in advance, and they have time to read and absorb that material."

Gossett says that the long pre-hire process is deliberate, both to ensure that candidates are properly qualified and to observe them in action. "You don't want to get into an emergency situation to hire somebody," he says. "It takes awhile to train somebody to operate a lot of the jobs in the organization and you certainly don't want to get a call from a production department and say, 'I've gotta have a guy tomorrow, or next week.' This way, we're well-prepared, and these folks are trained and ready to go to work when they get here." —*H.D.*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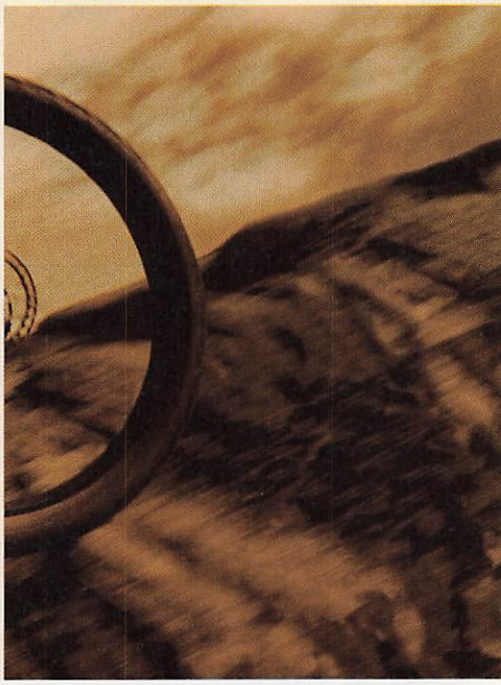

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POSTMARKED FOR GROWTH

UPS not only ships packages across the nation safely and quickly, but it also ships its employees. By the end of 2003, UPS will have sent its entire sales force to its corporate headquarters in Atlanta for a week of intense sales training called e-Commerce University.

By Heather Johnson

"OUR SALESPEOPLE NEEDED to understand the concept of not just talking to a shipping manager about shipping rates, but also talking to customer service managers about how they interact with their customers, and how they answer questions about packages with their customers," explains Jeff Riley, e-CU manager, kindly referred to as "the dean" at UPS. "Salespeople also should know how to talk to finance people about the financial impact of transportation decisions."

The results of this one-week sales training speak to the success of this innovative program. Since e-CU's inception in 2001, the sales plan performance of those who have gone through the training has ranged from 2 percent to 7 percent better than the sales force as a whole. For a company with revenues in excess of $30 billion, these percentages are significant. And more than 69 percent of salespeople surveyed report an impact on revenue-generating success.

PROBLEM:
* UPS sales force lacked knowledge of new shipping technology needed to increase sales.

SOLUTION:
* e-Commerce University, a week-long sales training program.

RESULTS:
* Up to 7 percent sales performance increase.

Handling The Solution With Care

In 1999, UPS created a special sales force to work beside the traditional sales force to take the sale beyond just the shipping rates. The e-Commerce account managers of the specialized sales force worked on accounts identified as high-opportunity and would not replace the accounts' regular executives, but would work as a team to offer solutions. The e-Commerce account managers were so successful that UPS saw the need for all salespeople to understand the concept.

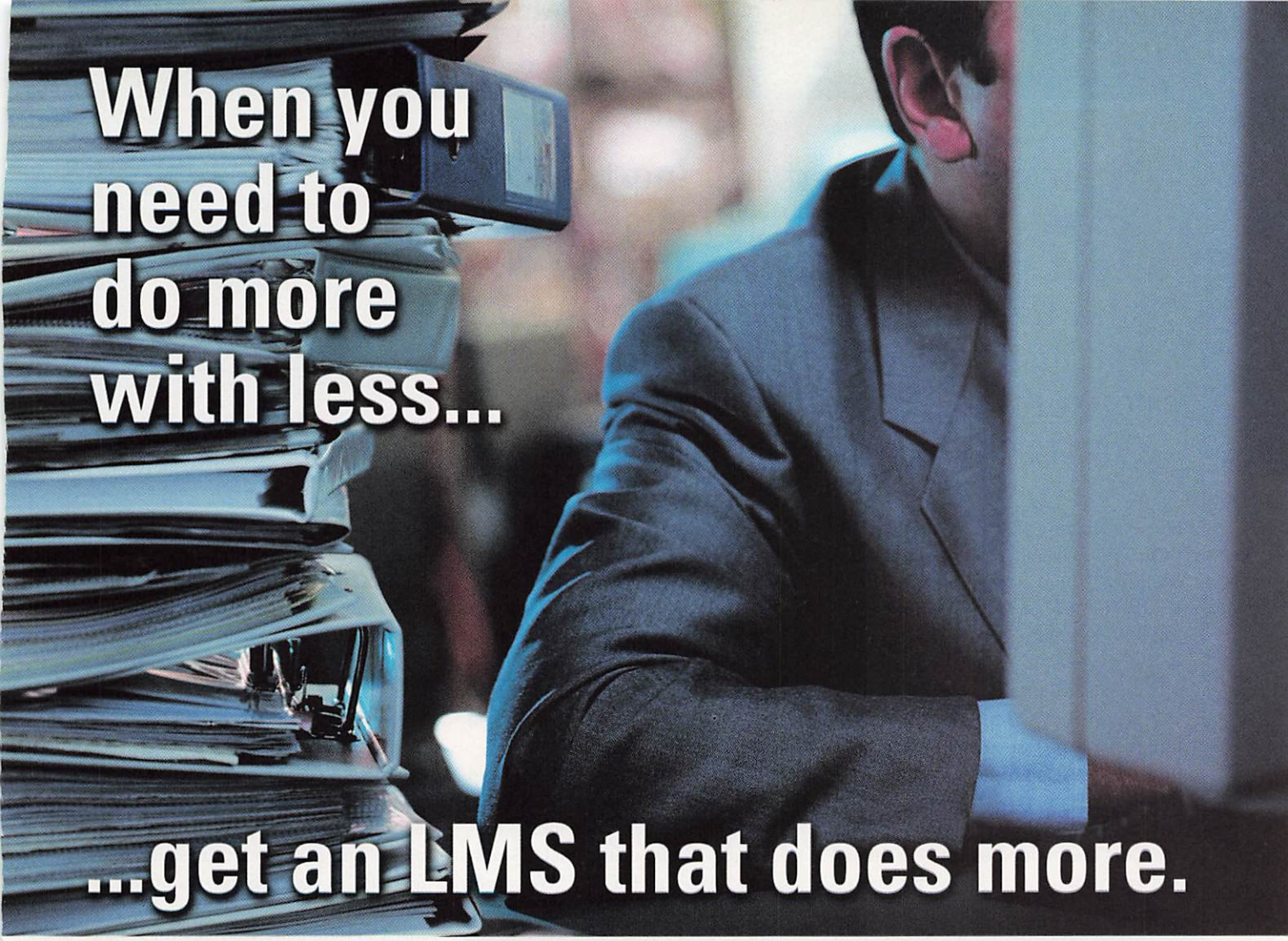
Riley was involved in the training and development of the materials for the initial special sales force and began expanding the curriculum for the entire force.

"I took the materials, pared them down and made them audience-appropriate," Riley says. "I looked at what the people entering the class would already know and what they wouldn't know and then also some of the common misconceptions about technology."

Riley kept three goals in mind in creating e-CU. First, UPS wants its sales force to have a conversational comfort-level with the varied technology offerings. Second, the sales force needs to understand what the technology can do for customers. Last, and most difficult, is integrating this into UPS's sales methodology and strategy.

e-CU

Every week UPS sends between 40 and 50 sales people to Atlanta. Although more costly than bringing the training directly to the salespeople, this is an e-CU benefit. "People get an opportu-



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When you can start talking the language with customers and talk about process improvement, it puts UPS in a different light. We're not just salespeople—we've become consultants, supply-chain solution consultants.

Participants use laptops for exercises. The curriculum emphasizes not just the technology itself, but also how the technology can help customers.

nity to go to the corporate office. It gives them a sense of value and loyalty to the company, because a lot of UPS employees don't travel and would never have had the opportunity otherwise," explains Bobby Clayton, a recent graduate of e-CU and UPS director of sales in Detroit.

It also brings salespeople from different parts of the country, different backgrounds and different accounts to one place, creating a sense of camaraderie among UPS employees. Students are divided into two groups and train for nine to 10 hours every day. The training includes lectures, discussions, group work, role-plays, roundtables and presentations.

"The message is understanding our customers' business processes and objectives and how they interact with their own suppliers and customers," Riley says. "And then we need to find ways that we fit into that."

In order to do this, salespeople need to be comfortable with the latest technology. One of e-CU's beginning topics is online tools, which for UPS consists of XML and HTML. "We're not trying to teach them anything about the codes. That's not what they need to know to help their customer," explains Riley. "But it gives them the comfort level of knowing what certain terms mean. They will have at least seen the codes and be able to talk about them."

One of UPS's new solutions is flat-file billing. Raw data can be stored on a hard drive, eliminating the time-consuming process of reconciling bills via paper. But it is knowing the technology's capabilities and processes that is necessary for UPS's sales force to communicate beyond just the customers' shipping manager. Students exercise their new vocabulary and knowledge in role-plays.

"I just feel more empowered," says Laura Bostic, a recent graduate of e-CU and a UPS senior account executive in Chicago. "When you can start talking the language with customers and talk about process improvement, it puts UPS in a different light. We're not just salespeople—we've become consultants, supply-chain solution consultants."

And these consultants have numerous customer challenges. Some companies simply do not want to change, explains Clayton. Others may not have the capital to change or may want to change but do not have the appropriate technology. And although technology may be a priority for larger companies, smaller ones are sometimes slower to come around. Clayton says it is up to UPS salespeople to help companies see the value and efficiency available through technology.

Subject matter experts participate throughout the week to help students

e-Commerce University is conducted at UPS's headquarters in Atlanta. Jeff Riley, e-CU manager, prepares the group for a practical application break-out session.

achieve this. The SMEs update information and answer questions that may go beyond the facilitators' expertise. "This is an important function," Riley says. "They're getting feedback from the sales force that will help them manage and develop these solutions."

Students identify one of their accounts and outline ways in which they are going to apply their new learning to that customer. At the end of the week, the account is brought to a roundtable and discussed. These discussions are lively and helpful in part because of the diversity level—e-CU students range from top district sales managers to account executives.

"The combination of experiences can be very instructive," Riley says. At the same time, the diversity challenges facilitators to bring value to everybody in the classroom. e-CU concludes with group presentations on the role-plays done earlier in the week.

Weighing Results

Trainees fill out the typical surveys at the end of the week, commenting on the training's relevance and effectiveness. The more important evaluation, however, happens six weeks after students have returned to their jobs. Students are sent a Web-based survey asking qualitative and quantitative questions.

"The survey includes questions such as: Have you been able to retain or win new business based on any part of something that you learned at e-CU? Have you advanced toward a sale, and if so, what are the revenue numbers associated with that?" Riley says. Students are then asked specifically about the account they highlighted in class for the roundtable discussions.

Seventy-three percent of survey respondents reported that e-CU did have an impact on their sales process, which means it has helped them move to a higher-level decision maker, move forward on a stalled sale or reduce discounts.

Clayton recently won the business of a law firm and credits e-CU's overall approach. "It was based on UPS's ability to go in and show them from a processing perspective how it affected the corporation overall. We offer more than just moving a package," Clayton says.

> If it comes down to who has the lowest price on moving this package from point A to point B, then we become a commodity.

Students also report they are more successful because they are not simply relying on shipping rates to make a sale.

"If it comes down to who has the lowest price on moving this package from point A to point B, then we become a commodity," Riley says. "We want our customers to view us as something that can help them beyond that."

Clayton is not alone in believing that e-CU's training is effective in sales strategies. Overall, respondents have given e-CU an 8.9 out of 10 for effectiveness.

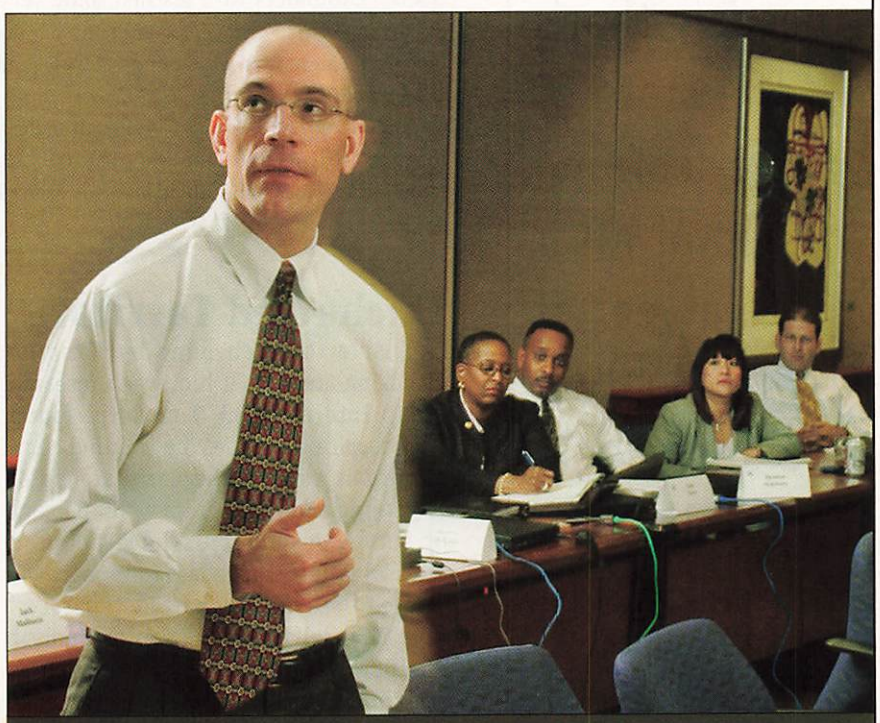
Destination Unknown

The future, however, holds more challenges for UPS. By the end of 2003, UPS plans to have put its entire sales force through e-CU. But the initial problem of constantly changing technology will not go away, and Riley says the challenge will be to continually integrate e-CU curriculum into its basic sales training.

But this challenge is not a bad thing. "Technology does change, so material will need constant tweaking," Riley says. "And that's what keeps it interesting."

For now, however, UPS sales people will continue to be sent to Atlanta, packaged with a special blend of sales and technology training, and returned safely home where they can take UPS shipping sales beyond the price.

Heather Johnson is the editorial assistant at Training. *edit@trainingmag.com*



Facilitators use a combination of exercises, role plays and discussions throughout the week. PowerPoint slides are being used here to introduce an exercise.

THE STATE OF THE E-Learning

Older, wiser, less fixated on technology, more focused on customers' business needs—that's the state of the e-learning sector after a year of consolidation and struggle in a plodding economy.

BY MARC HEQUET

The e-learning market doldrums mean some providers are gone—merged, acquired or shuttered. You might yet learn to love the shakeout. If nothing else, picking an e-learning vendor is easier because you have fewer choices. More to the point, survivors are "getting back to fundamentals" and addressing customer business problems, says Sanjay Dalal, director of training-center business at San Jose, Calif.-based WebEx Communications, a provider of infrastructure for Web-based business meetings. "The tone," says Dalal, "is more about, 'Let us help you solve your problem.'" Having fewer players, he argues, is good for the industry.

That's one way to look at the daunting task of trying to hawk e-learning when customer budgets are under pressure. Sales of learning management systems (LMSs) slowed from about a 40 percent annual growth rate in 2001 to 10 percent in 2002, says Jennifer Vollmer, a research analyst with IT consulting firm META Group in Stamford, Conn.

Training departments don't want to take risks just now, she reasons; instead, they're trying to get their existing management and content tools to function properly and dumping underperforming vendor contracts. "Customers have learned some very expensive lessons about e-learning," says Vollmer. To wit: One big financial-services firm spent heavily on new hire e-training—but less than half of the new hires used it, she says.

The reason had nothing to do with technology. Managers just didn't motivate learners to take the e-course. Managers who took simple steps—merely tracking attendance, for example—saw higher completion

Uncharted Territory

Exclusive research done by *Training* magazine and global high-tech research group International Data Corp. found that despite the hype, the training community is still in the early stages of e-learning adoption. In fact, 80 percent of survey respondents have adopted e-learning just in the last four years.

"We're still in uncharted territory," says Michael Brennan, senior analyst for IDC's learning services. "As much as e-learning has been hyped, there is not much of a history to try to figure out best practices. There hasn't been the replacement of classroom offerings that we predicted a few years ago, and companies are just starting to get a grasp on e-learning's potential."

The joint survey of some 296 organizations shows that organizations today are becoming more inclusive when it comes to e-learning, with 56 percent of respondents offering e-learning to the majority of their employees.

However, survey results show that e-learning does not appear to be growing outside of the enterprise, up and down the supply chain. Less than 40 percent of respondents report offering e-learning to customers, resellers, partners and suppliers.

"This is another signal that we are in the early phases of e-learning," Bren-

Market

rates. The lesson? Business is still business. Focus on business needs. If you rely on technology alone, it might let you down.

Huge Savior

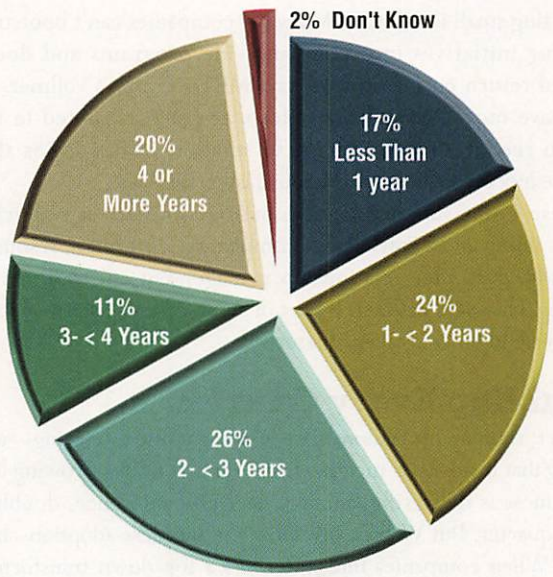
In a way, however, bad times have helped e-learning. "Beleaguered firms have been in a massive push to drive costs out of the organization and increase productivity," says Reed Gaither, marketing vice president with San Francisco-based custom e-learning provider DigitalThink. "That's where e-learning becomes a huge savior."

Meanwhile, adversity has created some maturity. "The challenging business environment has strengthened the business models of the survivors," says Will Hipwell, vice president of marketing for GeoLearning, an LMS provider based in West Des Moines, Iowa. "As the economy recovers, the e-learning companies that have adjusted and prevailed will be well positioned to leap to the front of what is now a very tight race."

The stronger business models will also help carry the survivors through the next period of growth, according to Paul Sparta, chairman and CEO with Plateau Systems, an Arlington, Va., maker of LMSs. "At the same time, customers are beginning to identify the winning players and understand which business models will work for them," Sparta adds.

The change will continue. Marc Rosenberg, a Hillsborough, N.J., consultant, says the sector is still consolidating and

How Long Has Your Company Been Using E-Learning As Part Of Its Employee Training?



Clearly the e-learning market is in the early stages, with nearly 80 percent of survey respondents adopting e-learning within the last four years.

nan says. "Many companies are getting buy-in from their employees first and then offer e-learning to the outside. For example, companies that use Web conferencing for training see how easy it is, and they start to leverage it outside the company."

Brennan also says more companies are producing content for one audience and then leveraging the content to external audiences. "We have seen this especially around product training," he says. "Many companies are using e-learning to educate their resellers so they can be as productive as their own sales force. For these resellers, incorporating e-learning is less expensive than paying for customer support."

Survey results also suggest that there is a need for custom content, as more than 80 percent of survey respondents are creating e-learning content internally. This high percentage surprised Brennan. "This number tells me that internal training departments are starting to see the writing on the wall," he says. "They realize that e-learning is growing, and they need the skills to create content, so they remain relevant to their organization."

Brennan also says this number signals a gap in the marketplace. "There continues to be a hole in the market for middle-of-the-road e-learning content creation tools," he says. "There is a great opportunity for vendors that can provide stylized tools that are easy to use."

Cost, unmotivated employees and a lack of management buy-in were the top reasons cited for limited e-learning use. In the last two years, Brennan has seen the greatest fall-off in lack of management buy-in. "This number indicates that management is realizing they can tie training and content into business processes," he says. "In today's economy, everyone needs to think like a business person—executives finally see e-learning as an opportunity to turn training people into business people."

—Gail Johnson

"The **direction** is away from learning as an end to itself and toward its **contribution** to business performance."

reassessing. But Rosenberg thinks he knows where it's going. "The direction is away from learning as an end to itself and toward its contribution to business performance," he says. "I think the downturn has encouraged the industry to reexamine itself." Rosenberg expects some serious focus on performance.

Consultant Clark Aldrich agrees. "The best training organizations are focusing on content and results, not infrastructure," says Aldrich, whose simulation-development firm, SimuLearn, is in Norwalk, Conn.

Starting small is still OK. Many big companies can't bootstrap learning initiatives into companywide programs and documented return on investment, says META Group's Vollmer. So they have moved away from enterprise projects rooted in the human resources department to smaller, leaner LMSs that require less investment and deploy faster, she says.

These LMSs support specific business initiatives requiring both training and knowledge—compliance, enterprise resource planning, customer relationship management and call center training. This, says Vollmer, is part of a phased approach to enterprise learning management maturity.

Doubling Every Quarter

In short, training professionals are learning to use e-learning—and finding that it works. E-meeting firm WebEx's fastest-growing line of business is delivering training via Web conference, doubling every quarter. But WebEx still faces the business-adoption challenge. When companies bite, often it's a top-down transformation. "The CEO is normally the biggest promoter," says WebEx's Dalal. Prospective end users aren't always so quick to move.

Nevertheless, technology is becoming less of an issue in e-learning. Users know more about what it can do and know how to use it—which lets the focus now turn to content.

"People want to talk more about content and less about technology," says DigitalThink's Gaither. "Did we effectively teach people? That has nothing to do with technology."

Centra Software, the Lexington, Mass., provider of collaboration software and services, faces three business challenges in the coming year—none of them primarily about technology, says CLO Amy Finn: meeting fast-changing customer needs, making sure customers understand what e-learning products do and helping customers get payback on e-learning as its use spreads.

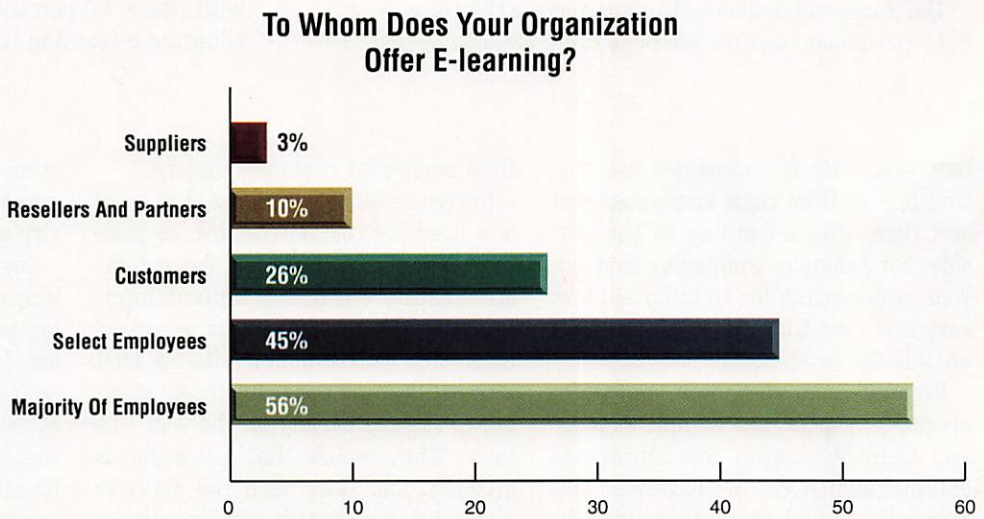
Another sign that e-learning is coming of age is the emergence of learning analytics, analysis tools that come with learning management software. Saba Analytics, for example, tracks learning activity, cost and status of regulatory compliance. Sales managers can follow the progress and compliance of their teams on new product certification and relate learning results directly to product revenue or sales goals, says Brook Manville, CLO at the Redwood Shores, Calif., provider of human capital management solutions.

Analytics mean users will be more sophisticated about learning, Manville adds—and will move beyond learning management to performance management, collaboration, analysis and talent management.

Another sign that e-learning is coming of age is that it has become a C-level strategic business initiative, according to GeoLearning's Hipwell. "E-learning is no longer just an HR or training issue viewed as a cost center, but is now used in the same breath as speed-to-market, time-to-competency, sales readiness and regulatory compliance. It has elevated training and development to a level where it has the attention and scrutiny of senior executives."

State Of Confusion

It's safe to say that e-learning has altered the landscape for all learners. Crisp Publications Inc., a Menlo Park, Calif., publisher of books on coaching, customer service and communication, isn't an e-learning provider. But Mary Kay Beeby, based in Seattle as Crisp's prod-



Survey results reveal that companies are becoming more inclusive when it comes to e-learning, with 56 percent of survey respondents offering e-learning to the majority of their employees. However, e-learning does not appear to be growing outside of the enterprise. Less than 40 percent of respondents report offering e-learning to customers, resellers, partners and suppliers.

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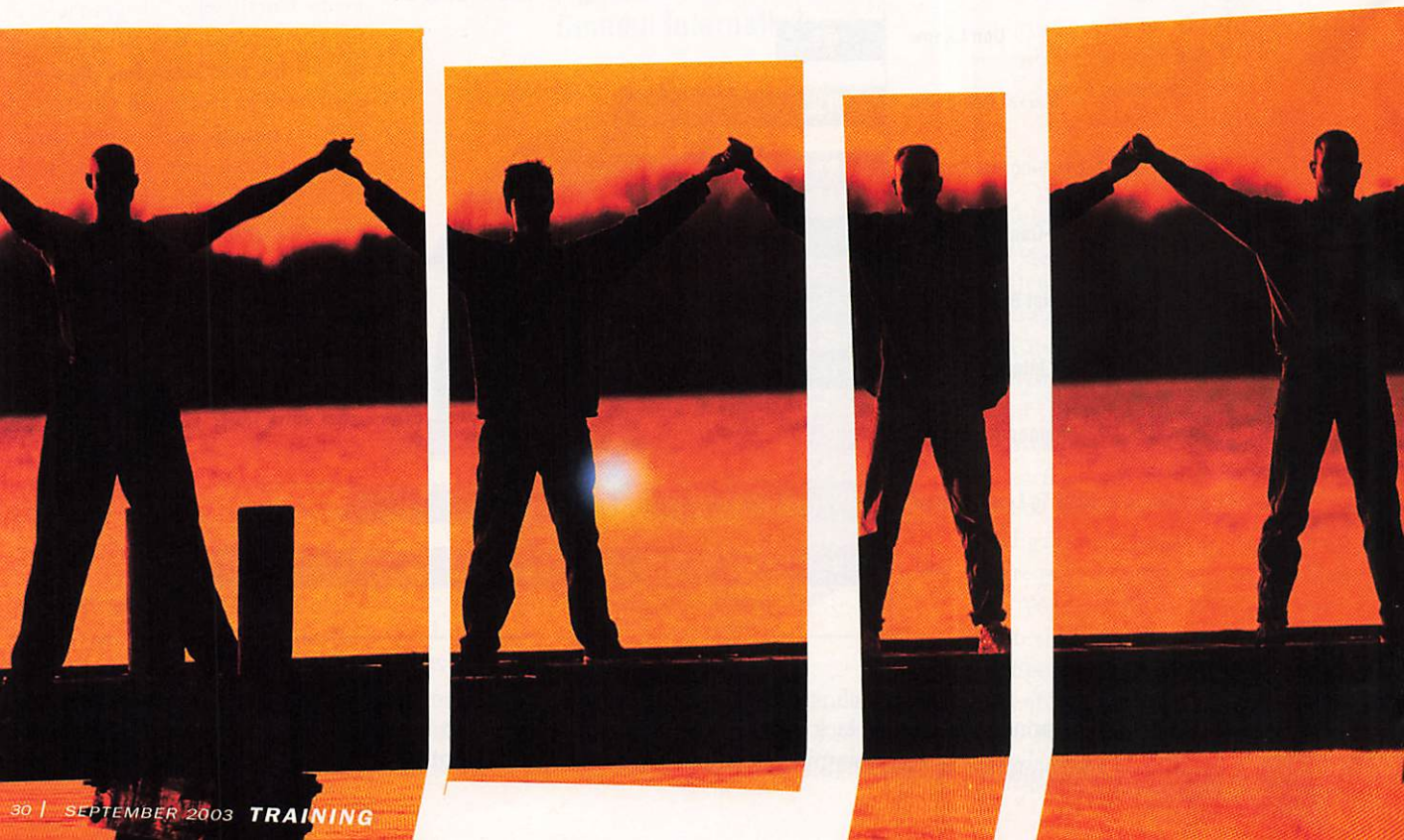
BRIDGING THE GAP

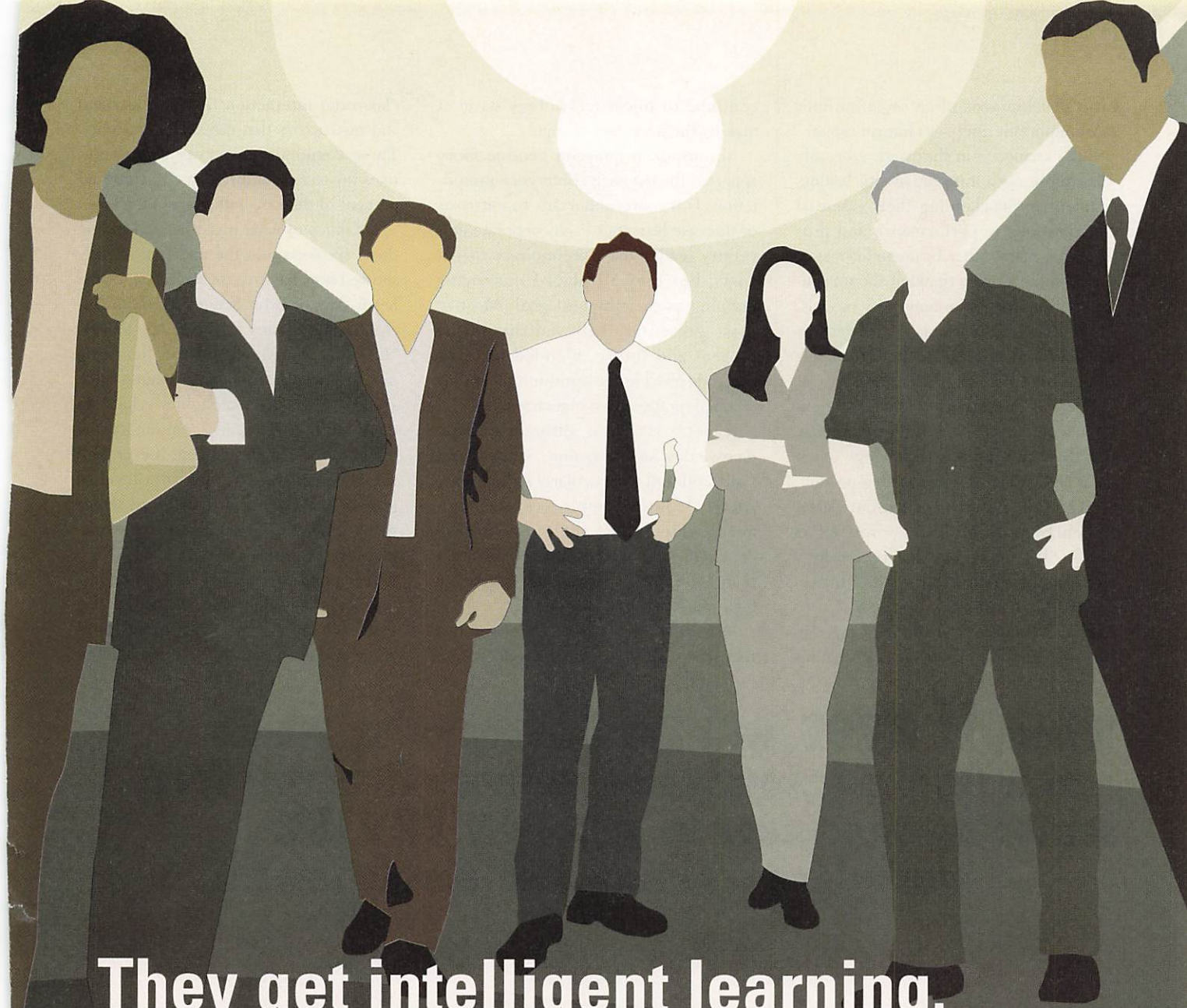
BY EDWARD E. GORDON

Experts predict there will soon be a smart-people gap as wide as the Mississippi River. Here's why your organization needs to increase learning rather than cut costs.

At a recent corporate university conference, leaders from Intel, McDonald's, American Family Insurance, Capital One, Harley-Davidson and the Defense Acquisition University (U.S. Department of Defense) discussed their organizations' programs. The ongoing negative impact of socio-economic forces beyond their control and how these have constrained the business learning community was particularly striking. At best, training is a lagging and largely reactive indicator of how these forces have played out across the U.S. and world economy.

The puncturing of the late 1990s bubble economy has created a fierce downturn for workforce education. The continued emphasis on short-term profit taking runs counter to the long-





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term development of an organization's most important asset—its human capital.

But a change is in the wind. Not only were these corporate university leaders adamant in proclaiming their essential contributions to performance and productivity, many other business leaders at the conference were thinking about replicating these corporate university models. This may at least be partially explained by a major business culture shift now underway across American business.

There is increasing evidence that senior executives are beginning to realize that they can't just buy technology to cut costs and expect to generate big productivity and benefits automatically. Recently Anne Mulcahy admitted as much. "It's no secret that technology alone is not enough," says the chairman and CEO of Stamford, Conn.-based Xerox. "Technology requires changes in the way humans work, yet companies continue to inject technology without making the necessary changes."

An unspoken question became more apparent during each conference presentation: Is it more important to cut costs or increase learning? Each corporate university leader used technology to cut costs, but they all placed improving learning as their highest goal. Most of these presenters believed that in the present and future, blended learning methods provide the optimum means for reconciling these two objectives.

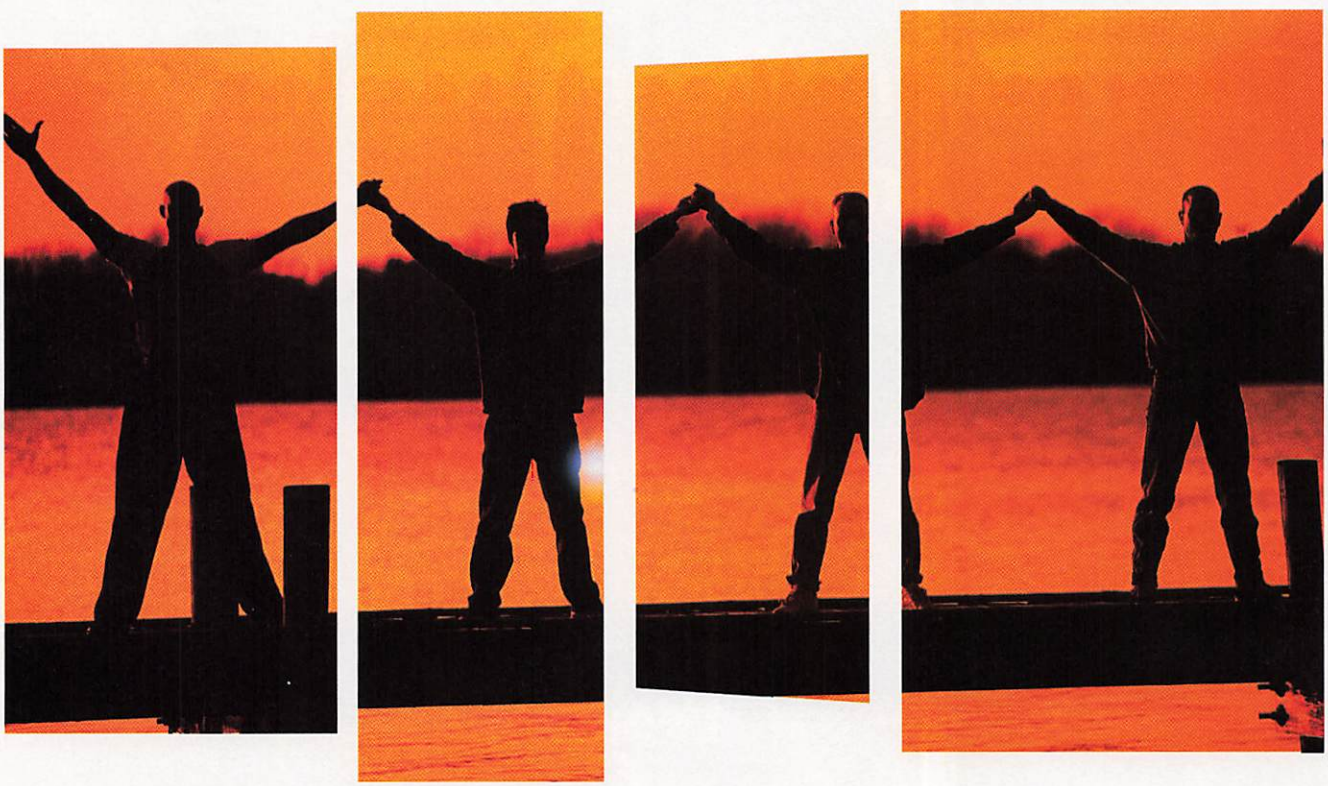
Jeanette Harrison, director of Intel Knowledge and Learning, Santa Clara, Calif., offered a particularly striking case study. Of Intel's employees, the engineers were among the most vocal in demanding classroom instruction rather than e-learning, because they "place a high value on social learning."

Most of the other speakers agreed that they place a premium on the spontaneous classroom interaction between learners and instructors that can drive creativity. These corporate university representatives try to have e-learning constitute 25 percent of their overall course offerings.

Yet much of what was discussed among these speakers and the audience clearly showed how far we have strayed since the heady days of Peter Senge's *The Fifth Discipline* (Currency/Doubleday 1990). "Lifelong learning" and the "learning organization" have clearly taken a back seat to "increasing shareholder value." In the mind of the training community, the big question remains: When, if ever, will the U.S. economy return to a level of growth and activity that will lead senior management to generally revive workplace training and development?

A hopeful answer may be coming in a major demographic shift that is starting to be felt throughout the United States and world economy. By 2010 the number

When, if ever, will the U.S. economy return to a level of growth and activity that will lead senior management to generally revive workplace training and development?



of people between the ages of 35 and 45 will fall by 15 percent, as a proportion of the total populations in North America, Europe and parts of Asia. This will guarantee major HR changes in the workplace. In the United States, about 70 million baby boomers will exit business over the next 17 years with only 40 million workers coming in by 2020.

Jeff Taylor, chairman of New York-based online career network Monster.com, worries about this human capital shortage. Taylor sees an approaching "smart-people gap" as wide as the Mississippi River. "The knowledge worker is going to be at the center of company desperation," he warns.

In the United States, complex technologies have invaded the day-to-day work of almost all job categories, raising the education bar in most businesses. The need is great for these "smart people," well-educated, literate persons with specialized knowledge that can be applied to their organization's technology. But another 2010 crisis may be looming. According to the U.S. Department of Labor, we might face a shortage of up to 10 million IT workers.

The worker shortage of the late 1990s will return with a vengeance by the second half of this decade. Businesses will try to use the same HR strategies—temporary work visas and outsourcing—to get temporary guest workers to fill a wide variety of jobs from nursing to technology. But these strategies have outworn their usefulness, because this time the demographic crunch will be worldwide. According to a recent international business study conducted by All India Management Association, by 2020 there will be a universal shortage of workers representing 32 to 39 million jobs. The All India Management Association projects that the United States will be short 17 million workers; China, 10 million; Japan, 9 million; Russia, 6 million; France, 3 million; Spain, 3 million; Germany, 3 million; United Kingdom, 2 million.

In the past, multinationals shopped the world for knowledge workers and then relocated operations in high-skill/high-wage countries worldwide to fill their worker void. This represented 94 percent of all U.S. foreign direct investment in 2001, according to Todd Lauieri, leader of the global manufacturing practice at New York-based Deloitte Consulting. But with a universal knowledge-worker shortage, this will no longer be practical. And there is also another more sinister cost as well to the United States.

"We have watched with accelerated horror as the dual ills of transplanting technology to other regions of the world were combined with the educational indifference of our own population," says Douglas Swanson, president of Erie, Penn.-based Swanson Systems, a designer and manufacturer of mechanized manufacturing processes. According to Swanson, U.S. manufacturers have not been slow in noticing these trends. They've either become indifferent to what is happening, thereby causing their own operations to decay, or they've profited by these shifts to get their shoes,

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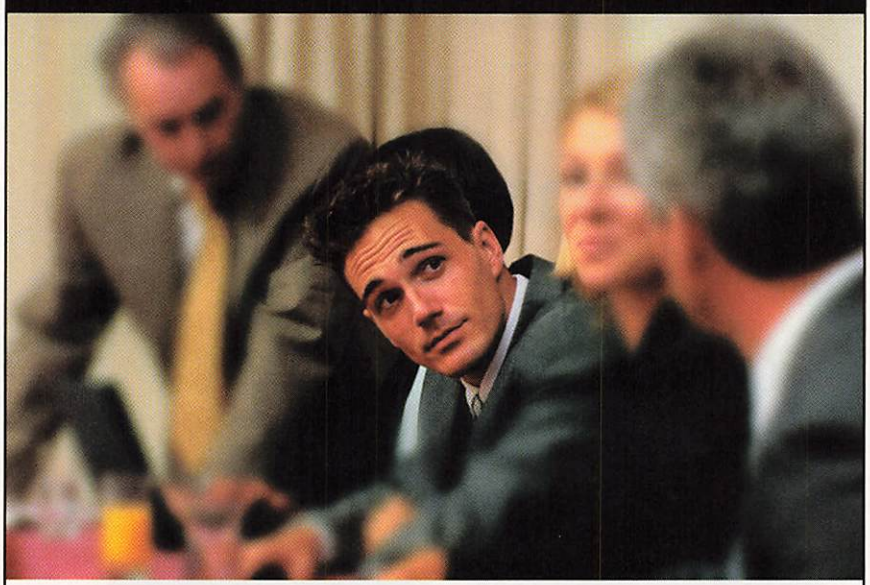

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"This cannot be reversed without a great effort—by instilling some pragmatism in the manufacturing management who will someday learn that the uncontrolled distribution of proprietary manufacturing know-how to more ambitious, more motivated, lower-cost areas of the world is but feeding the sharks," Swanson says.

In apparent agreement with Swanson's strong beliefs about the negative side of outsourcing IT secrets were the comments of Kosuke Shiramizu, a senior executive in charge of global production for Toyota, Tokyo. In a recent *Financial Times* interview about the reasons behind Japan's (and Toyota's) high productivity, he said that "some of the company's most developed machinery was not exported to its factories abroad to prevent it falling into the hands of rivals."

In order to avoid a gradual meltdown of the U.S. high-tech economy, the message is clear. For the United States to thrive, economic flexibility built on the higher educational abilities of more people has become essential. Henry Chesbrough, a professor at Harvard Business School, agrees. In *Open Innovation* (Harvard Business School Press, 2003), he points out that knowledge expertise and new ideas are more widely distributed today than ever before. Skilled people are as likely to be found in Bangalore or Beijing as in Silicon Valley, Seattle or Boston. High-wage countries like the United States must modify their business and societal culture to develop more of their own well-educated labor force of knowledge workers, so that they can provide the right talent at the right time and place—in both the short and long term. Otherwise, they may lose the worldwide skill wars.

There will be high rewards for those American companies that have the strategic vision and leadership to rise to this challenge. In the short-term (2005-2010), U.S. business must increase incumbent worker training. In the long-term (2010-2020), U.S. business must increase its support of stronger community-based career education programs that will create more knowledge workers in localities where they operate throughout the United States. "In a global economy it is education, not location, that determines the standard of living," says Albert Hoser, president of Munich, Germany-based electronics and electrical engineering company Siemens.

American business has long been a consumer of smart people. The business community, the training community and the rest of American society must work harder at creating more smart people. After considering these future trends, do we have any choice?

Edward Gordon is president of Imperial Consulting Corp., Chicago. He is the author of Skill Wars: Winning the Battle for Productivity & Profit *(Butterworth, Heineman, 2000) and* Literacy in America: Historic Journey and Contemporary Solutions *(Greenwood, 2003). edit@trainingmag.com.*

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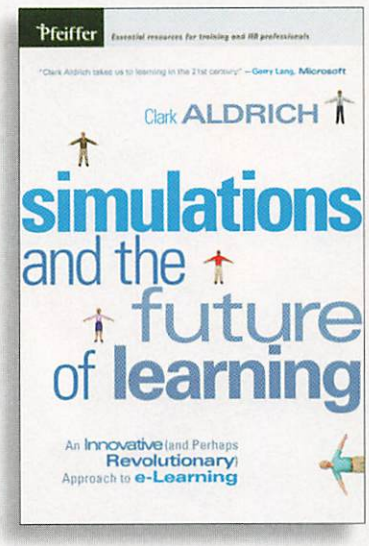
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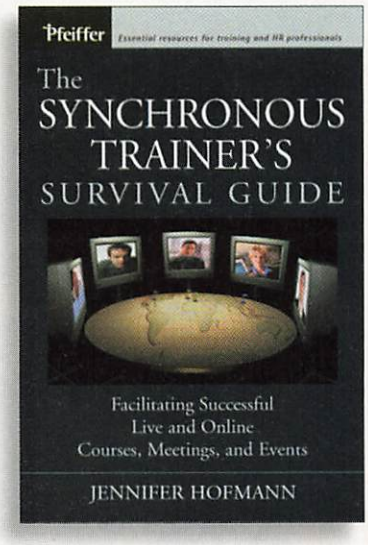
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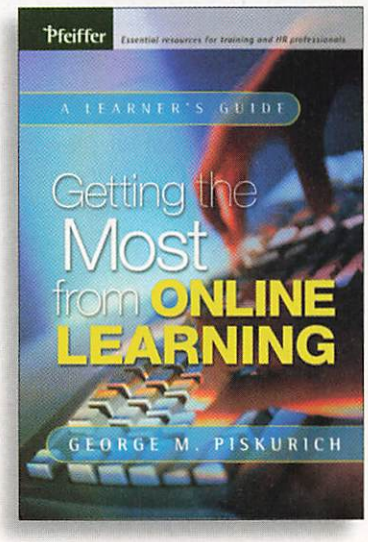

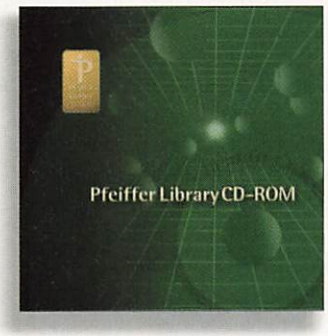

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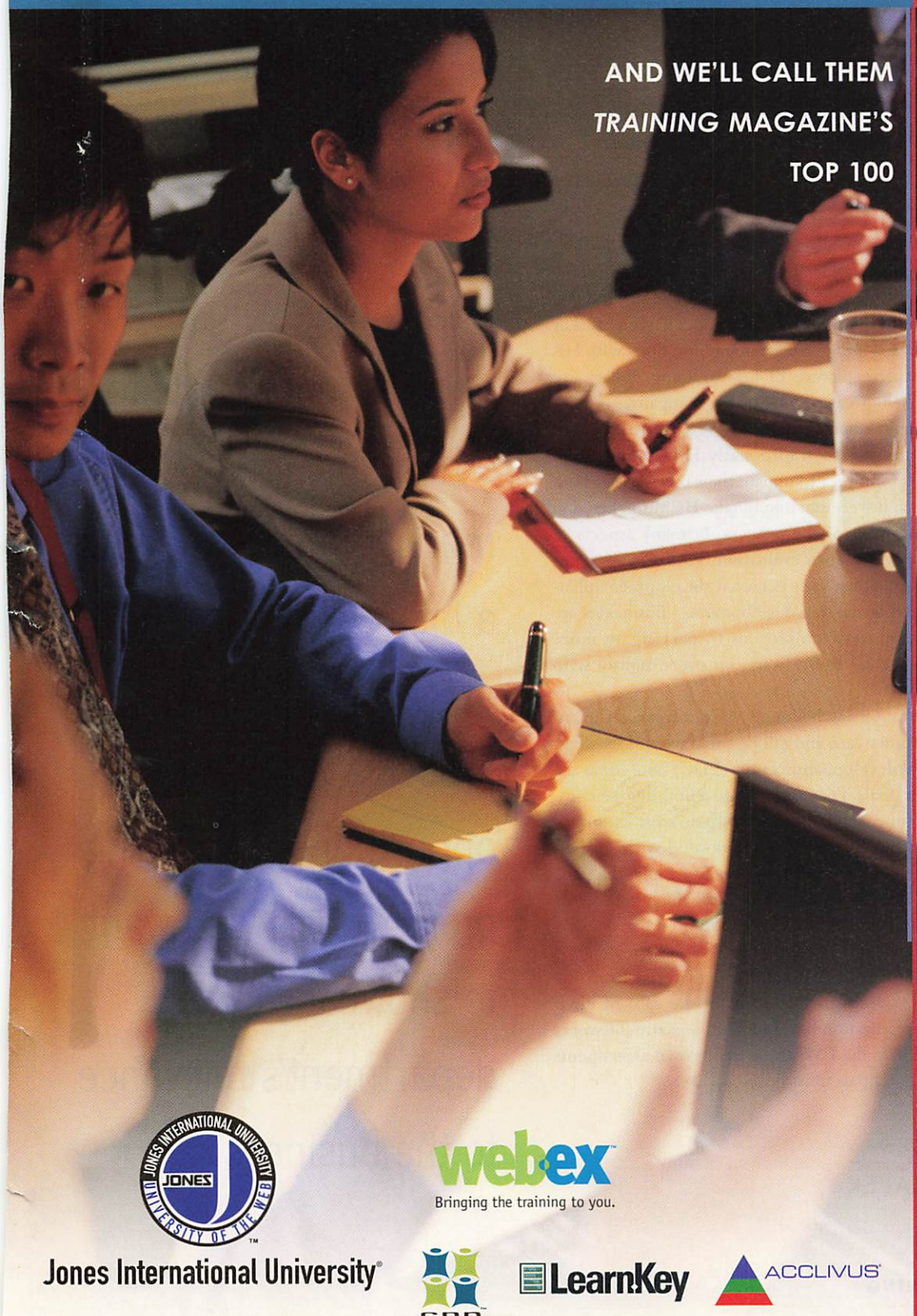

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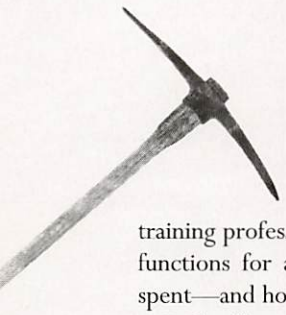


Human capital management is all about acquiring, developing, motivating and maintaining that all-important asset: people. But that covers a lot of ground and can mean different things to different departments. For training professionals, it means integrating training functions with HR functions for a more complete picture of how training dollars are spent—and how that can yield great results for the company.

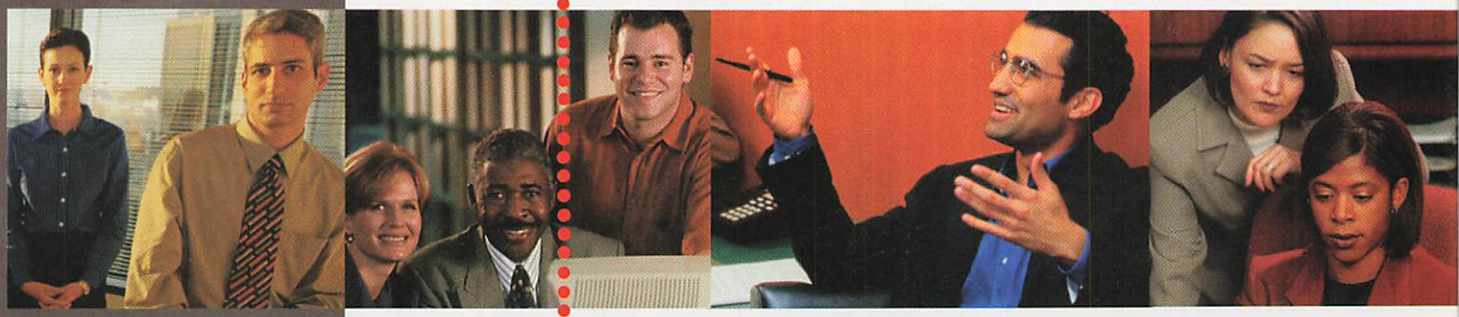
Early efforts at human capital management (HCM) took the form of bringing self-service capabilities to traditionally HR-administered functions, such as allowing employees to update their own W-4 or benefits information. But companies are starting to take HCM further, and they're making employees a part of the process. In many aspects of employee development—performance evaluation, goal setting, competency assessments, skills gap analysis, personal development planning, talent management and leadership development—businesses are creating infrastructures that allow employees to participate more directly. They're also integrating these functions more tightly with training opportunities.

An example of this integration can be found at Convergys, a Cincinnati-based provider of customer care and billing software and services. Employees use the personal development center (PDC) housed on the company's LMS to set their goals. They can initiate a 360-degree competency assessment at any time, and are expected to do so at least once every two years. Based on the competencies associated with an individual employee's position, along with the assessment results, the PDC generates a learning map that shows the employee which courses or learning experiences in the curriculum will help him or her develop desired or required competencies. The employee can also maintain a personal development plan in the LMS, and add material from the learning map or external sources to that plan. In the case of high-potential employees, the organization development department works with their supervisors and uses the LMS to do drill-down assessments on competencies the high potentials must develop. ➤

Integrating training and HR functions into a human capital management system is a lot of work. But the extra data gleaned presents a golden opportunity for training professionals who want to showcase their department's relevance to the business.

BY HOLLY DOLEZALEK

Choose the performance leader



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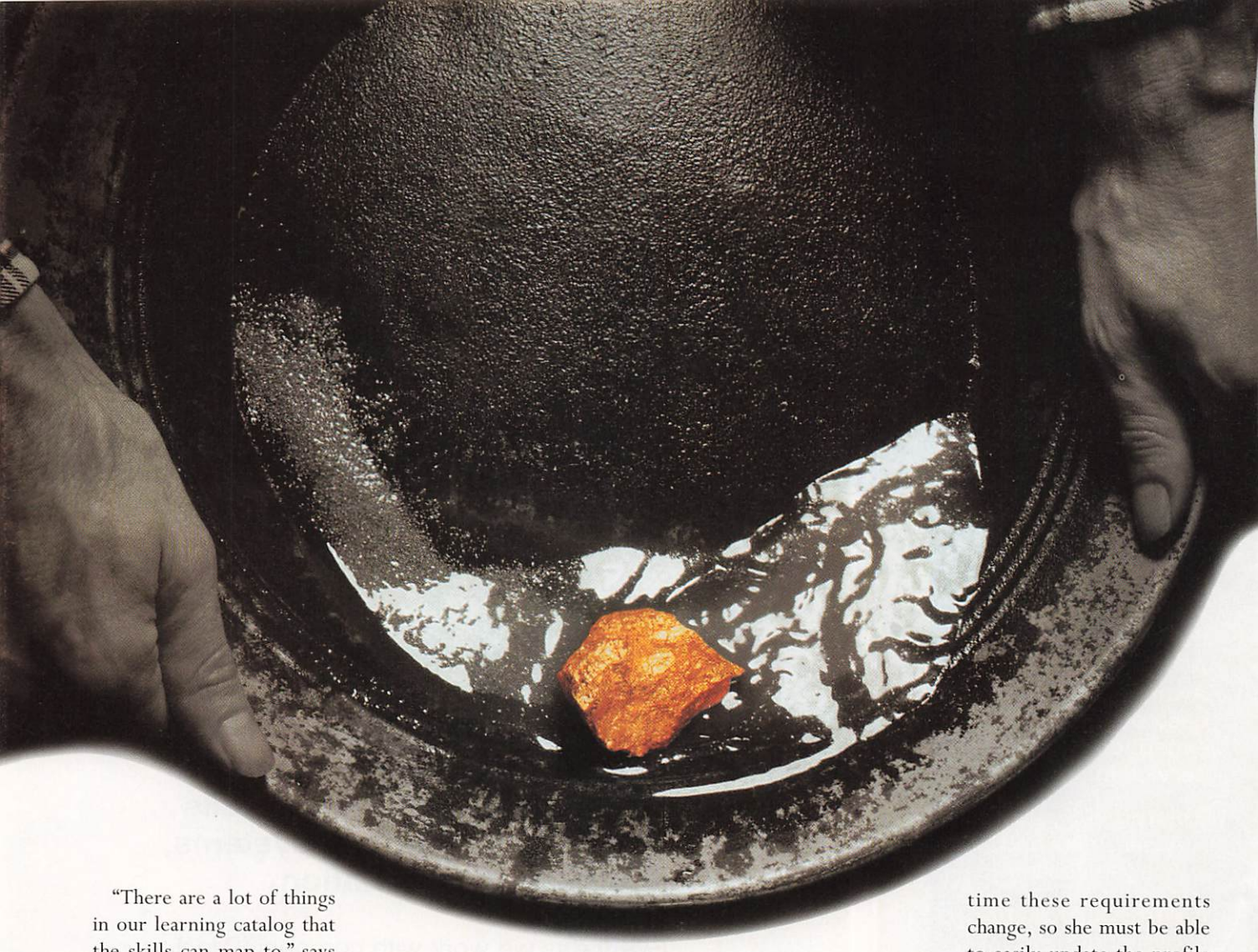

"There are a lot of things in our learning catalog that the skills can map to," says Tim Huiting, senior director of organization development at Convergys. "The competencies really provide the link between performance management and the curriculum."

Another example of an HCM system is found at Accenture, a global management consulting and technology services company. Accenture's LMS, myLearning, is linked to the legacy applications that run the company, such as payroll, billing and facilities management. Tom Russo says this integration helps the company track the dollars that flow into training and the return on investment that flows back out. But Russo, associate partner at Accenture, says employees can also use myLearning to set their annual goals.

"Employees can define their development goals, define the training courses that they are going to take to help them achieve those goals, and map the skills," he says.

Deborah Schmidt says it's still the early-adopter stage for HCM systems like these, but the global vice president of human capital management at SAP, an inter-enterprise software supplier headquartered in Walldorf, Germany, also believes that within two to five years, these systems will be critical. And some analysts agree. Stamford, Conn.-based Gartner Group predicts that by 2005, enterprises that combine initiatives for knowledge management, learning and human capital management will deliver higher returns than those who pursue their initiatives separately.

Putting It Together

The many intersection points between employee data and development make integration essential for efficiency, says SAP's Schmidt. When hiring someone for a job, Schmidt must understand what the appropriate orientation training program, certification program or training requirements are for that particular position. Over time these requirements change, so she must be able to easily update the profile of the position and simultaneously update the training curriculum or program.

"Once someone attends a training class, I need to record that experience and update their skills for their profiles," Schmidt says. "In the case of certification, it is imperative that I have the most current version of an individual's profile so that I can bill them out and make sure that I'm achieving the maximum return or the highest margin on that particular individual. It's very difficult to do those things at a low cost without a significant amount of integration between training and development or learning management solutions and the HR information system."

Jim Mitnick wanted to know exactly what training he should be offering, to whom and when. As senior vice president for Pittsburgh-based Turner Construction, Mitnick and his department developed a new competency model for Turner. The model divides all jobs at Turner into nine job families, and divides those families into levels—senior management, administrative/clerical, and so on. It also identifies five major competencies, 47 skills that fall under the five competencies, and 15 attributes (qualities which can't be taught, like drive or integrity).

Now, when employees at Turner conduct the online performance evaluation, they are evaluated on their skills and attributes, based on their job family and level. The performance management system links to Turner's LMS, which analyzes employees for skills gaps and links to courses that will help close those gaps.

The system also yields skills gap reports to present a broader picture. Mitnick can tailor the reports to identify skills gaps for an entire level, job family or business unit. He uses those results to make decisions about where to spend his training budget. For example, if a report reveals that all employees in the construction family at Level 5 have a communications skills gap, Mitnick knows to include communications training in his training and development plans. "That starts to be powerful, because we're no longer guessing about what's needed," he says. "We're dealing with hard metrics after evaluating 5,000 employees."

For Bob Dean, HCM is a matter of survival. Dean, the CLO at Grant Thornton, a Chicago-based global accounting, tax and business advisory firm, says that without a strong HCM system, his department couldn't sustain the continuous learning culture that's essential to Grant Thornton's success. "We have a cadre of knowledge workers and we need to keep their knowledge fresh, because that's what we're selling to our customers," says Dean. "We need to keep developing the competencies or be able to tap into the right competencies at the right time."

Frequent performance evaluations and a year-end performance review allow Dean to target competency data. Grant Thornton's LMS is searchable by competency, and when development needs or performance areas for improvement are identified during performance evaluations or reviews, an employee and his or her coach can immediately address those skills gaps or career aspirations by searching the LMS for courses to develop the competencies.

"With the fast pace of change we have in business, technology and customers, employees must keep up to speed and develop their competencies more dynamically than they did 10 or 15 years ago," says Dean.

Convergys's Huiting says he's able to target his resources better since his department installed an LMS that integrated performance management with learning management. "Implementing an LMS allowed us to be much more efficient in training administration as well as 360-degree assessments," he says. "They used to be a major undertaking. Now we have to do much less, because it's all self-administered."

Now, many classes have been moved from the classroom to the desktop, Huiting says, and his department can focus its resources on programs that will have the greatest impact: training in front-line supervisor skills, business consulting skills and other needs.

Industry experts suggest that training professionals will be more successful if they work with HR to identify and close knowledge gaps, recruit the right people and improve the selection process using HCM systems. Darryl Carson has put this idea into practice. Carson, the director of education and development at Cypress Semiconductor, a San Jose, Calif.-based supplier of integrated circuits for network infrastructure and access equipment, says that Cypress's competency model links to success profiles, which detail an employee's roles, responsibilities, activities and career development initiatives—including training options—that would enable the employee to advance and plan a career at Cypress. They also include qualities that can't be developed, such as resilience and tenacity, and behaviors associated with those qualities, such as "does not slow down upon encountering obstacles."

These profiles are used in evaluations, but the HR department also uses them in Cypress's hiring process. For example, Carson's group developed a profile of a successful engineer, which is used to select engineering candidates with the greatest chance for success. This way, Carson can put a training plan in place for new hires on day one to help them

continued on page 42

"With the fast pace of change we have in BUSINESS, TECHNOLOGY and CUSTOMERS, employees must keep up to speed and DEVELOP THEIR COMPETENCIES more dynamically than they did 10 or 15 years ago."

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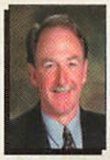
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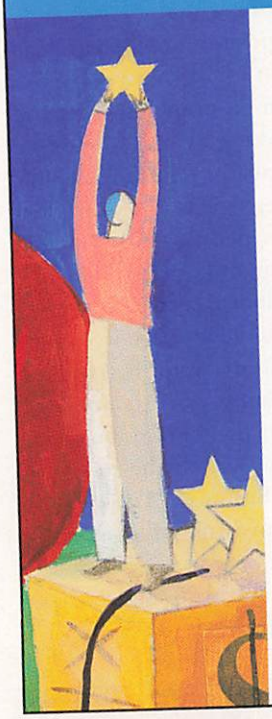

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ramp up faster. "Before we put this system in place, I don't think we really understood what people needed to be trained on in order to be successful," Carson says. "I think we also identified things that we can't train for, that we had to hire for."

Money Talks

The increasing application of HCM is partly a response to economic conditions. Widespread layoffs and budget reductions have left many workforces in the unenviable position of doing the same amount of work with fewer people. Schmidt says these conditions have forced these leaner companies to look inward for what they need.

"In the past couple of years, how many organizations have reorganized or gone through significant head count reductions as well as budget reductions?" asks Schmidt. "As a training professional, it's really imperative that I understand who I have in my organization. In many instances, I'm looking at one person to basically take on another role, because I've eliminated five people and I'm not going to be able to hire any additional people."

Sue Todd says it's going to become imperative for training professionals to align their programs more closely with the needs of the business. "Look at the IT investments companies have made," says Todd, director of strategic market planning at Reston, Va.-based KnowledgePl[illegible] which designs, builds [illegible] operates enterprise-lea[illegible]ing systems for glo[illegible] organizations. "They'[illegible] made humongous investments in technology. And now Gartner is saying that they're seeing a trend where business units are taking back those budgets because the IT departments have been unable to show the real value from all that money spent on technology."

Todd believes that training departments could suffer the same fate. But one way to avoid it might be to start showing the value of the money they've spent. By integrating training and HR into an HCM system, she says, training professionals can hang on to the resources they have and better target the use of those resources.

Justifying the costs of integration can be a challenge, especially when a department is already facing cutbacks. But Accenture's Russo says the company's decision to integrate was driven by two factors: First, since the data was there anyway, there was no reason not to integrate it. Second, he says, integrating all systems into one allowed Accenture to eliminate the separate systems and the need to manually transfer data from one system to another.

Once the decision is made to integrate, the big question is whether to buy an HCM suite or combine existing systems. Turner's Mitnick says that although he considered a suite, it didn't fit his needs. "The difficulty with training today is that so many companies have created so much great content, but it isn't spe-

[illegible]ific to a particular industry," [illegible]ys. "When you generate [illegible]mance evaluation sys- [illegible] has taken you [illegible]te, to capture [illegible] you need [illegible] your [illegible] a [illegible] in [illegible] the [illegible] was [illegible] cost [illegible] sons to [illegible] solution. "Switc[illegible] fairly significant cost, [illegible] "Also, we have quite a few customizations built into our LMS to reflect our terminology and to map some of our processes, and we've built a significant number of add-ons. I don't want to start that all over again."

Accenture's Russo says the decision was based on cost and convenience. "There are certain systems in the firm that, from a cost-benefit perspective, it was easier to build an interface than it was to build a whole new billing system or a whole new talent system," he says. "So we chose to build an interface to existing technology as opposed to rebuilding those applications." t

HOLLY DOLEZALEK *is assistant editor at* Training. *edit@trainingmag.com*

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Gartner Group analyst James Holincheck offers insight into the HCMS market. Go to www.trainingmag.com

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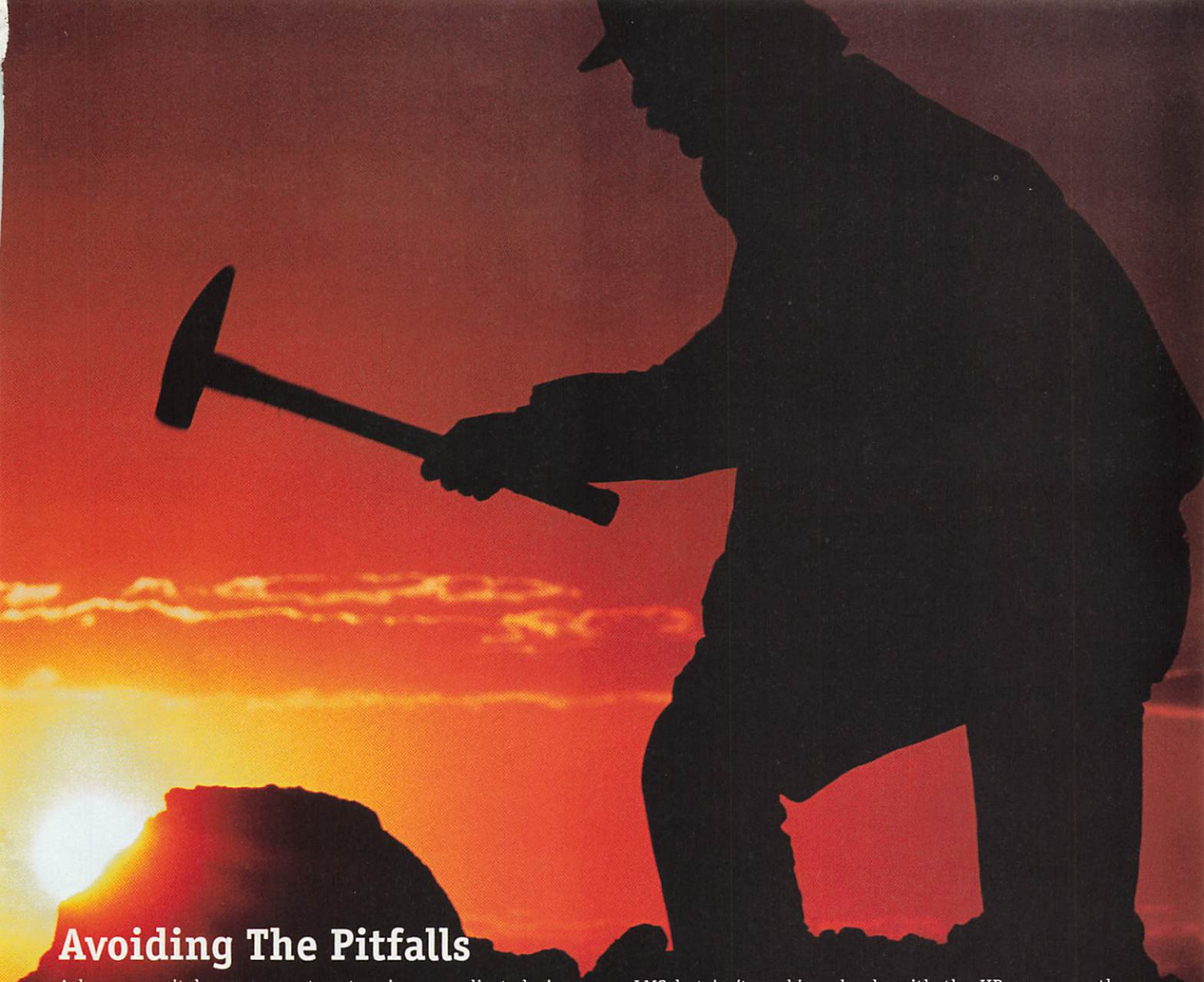

Avoiding The Pitfalls

A human capital management system is a complicated piece of software, and it can fail just like any other tool. Here are some issues to keep in mind to give the system the best chance at success.

Know what you're trying to accomplish. Jeffrey Wendel warns that it's easy to get excited about all the bells and whistles in a particular suite or system. But it's imperative to be very clear about what results you want from installing that suite or system—and whether any of those bells and whistles will help achieve those results. "What oftentimes happens is you end up trying to make a tool do something that it's not particularly well-suited for," says Wendel, president of applied technology solutions at RWD Technologies, a professional services and products company with headquarters in Baltimore. For example, he says, sometimes a business will install a system that does CRM well, but not document management. Focus your discussion on what you need to do, then on what the system can do.

Work together with all concerned parties. Sue Todd, director of strategic market planning at Reston, Va.-based KnowledgePlanet, says that unless training and HR departments work together, rather than in separate silos, there's little chance that an HCM system will really do what it's supposed to do. "It makes it very difficult if the training manager goes out to buy an LMS but isn't working closely with the HR group on the competency and skills management system," says Todd.

Like any tool, make sure your users know how to use it. An HCM system is only as powerful as it is comprehensible. If you don't make it clear what the system is for, what it can do, and how to use it, the new system will gather dust. End-user support tools, such as online help, are essential. "You can give people the greatest capability and functionality, but if they don't really know how to use it and if they don't know how that fits into the job you're asking them to perform, it's going to be very frustrating, and performance is actually going to decrease," says Wendel.

It's a carrot, not a stick. It may be obvious to you that an HCM system will help everyone do their jobs better and get the training they need when they need it. But it may not be obvious to the end users. Make it clear to employees that the system is an investment in them, and provide the proper tools and training for their jobs. Some employees may have found workarounds in the present system to improve their performance, and they may resist a new system that erases their advantages. Wendel suggests that you can decrease resistance by addressing this issue up front. "Tell them: We've just given you a more powerful tool, and [by using it] you can probably even increase the performance gap versus decrease it," he says. —*H.D.*

WAITING FOR THE Payoff

BY GAIL JOHNSON

Exclusive research done by *Training* magazine and International Data Corp. found that more than 51 percent of companies have learning management systems in place, but only one-third of survey respondents are very satisfied with their LMS investment.

There's room for improvement in the LMS market. A joint survey of LMS usage in some 296 organizations, administered by *Training* magazine and global high-tech research group International Data Corp., found that only one-third of survey respondents who have an LMS in place say their investment is paying off—and Michael Brennan says that doesn't bode well for LMS vendors. "Many of the LMS deployments are still in the early stages, so most people don't know if and when it's going to pay off and produce the results promised by the LMS vendor," says Brennan, senior analyst for IDC's learning services.

Survey results also revealed that the training industry is still in the very early stages of the LMS life cycle. Only 23 percent of the respondents report that they have used an LMS for four years or more. "This also reflects a slowdown in business spending overall, so we are talking about factors outside of learning," says Brennan.

The LMS market is not likely to turn around in the short term. In fact, only 16 percent of respondents plan to adopt an LMS within the next 12 months, and 26 percent of respondents plan to adopt an LMS in the next 24 months and beyond. Thirty-four percent of respondents have no plans to do so whatsoever.

Since it has become mission-critical for training professionals to measure training's impact on the bottom line and prove its value to the organization, it is no surprise that respondents report that reducing administrative costs is the biggest driver for purchasing an LMS, followed by the need to prescribe learning paths and report learning activities. "The cost savings argument is the easiest one to make," Brennan says. "The training function needs to show its value, and the reports generated from the LMS provide a means to do that."

Surprisingly, 51 percent of participants are considering an LMS to manage the training of employees across the organization. "These organizations are looking to get more bang for the buck," Brennan says. "But I hope they are starting small—either by managing a few populations and then going across the

Since it has become mission-critical for training professionals to measure training's impact on the bottom line and prove its value to the organization, it is no surprise that respondents report that reducing administrative costs is the biggest driver for purchasing an LMS.

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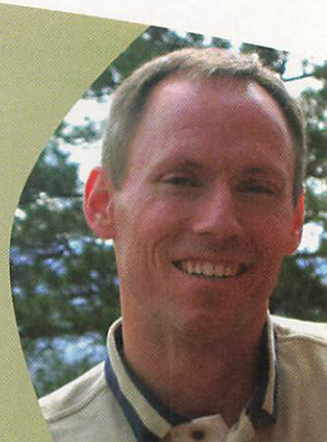
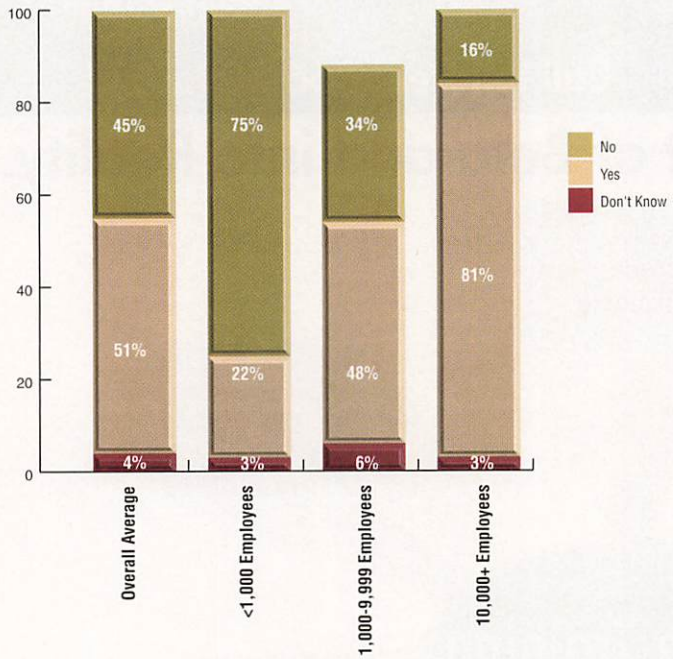
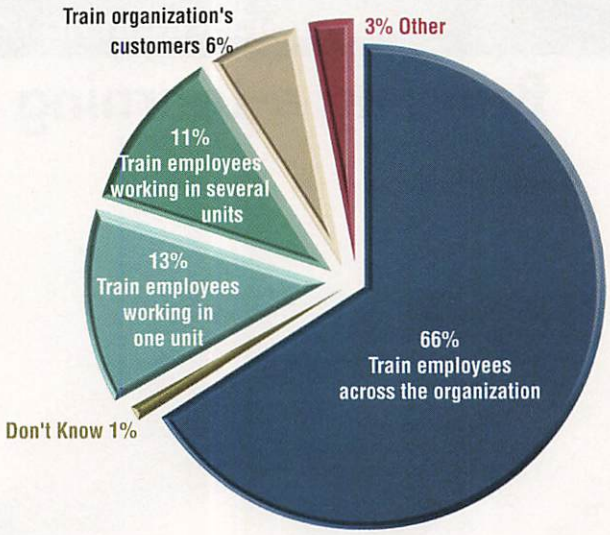


Does Your Company Use An LMS?
(By Company Size)



We Use Our LMS To...
(Overall Average)


Train organization's customers 6%
3% Other
11% Train employees working in several units
13% Train employees working in one unit
66% Train employees across the organization
Don't Know 1%

It appears that vendors are meeting the needs of the market with 69 percent of companies purchasing their LMS from an outside vendor, rather than building it in-house.

organization or only using limited functionality. You can't go at it both ways."

At least one-third of respondents that have yet to purchase an LMS are considering doing so to manage their customers, partners, distributors and suppliers. "This shows that at least people are thinking about weaving learning enterprisewide," Brennan says. "I'm glad training professionals are thinking about it, but it is not going to happen in the short term. In five years, we may have that widespread management, but not in the next one to two years."

So what are the reasons organizations are not shopping for an LMS? According to respondents, the top reason for not investing in an LMS is that they believe their organization does not need it. This was followed by cost, and they are also waiting to see if e-learning takes hold in their organizations. "One of the greatest challenges in the LMS market is the fact that organizations do not need an LMS if the e-learning is already in place," Brennan says.

It appears that vendors are meeting the needs of the market with 69 percent of companies purchasing their LMS from an outside vendor, rather than building it in-house. This was true regardless of company size. "We have seen a swing toward purchases from vendors this year," Brennan says. "There are good products on the market and most vendors are willing to discount heavily. A lot of vendors are replacing built-in systems."

Interestingly, only 9 percent of respondents are waiting for a shakeout among vendors before they make a purchasing decision. "This shows that the brand equity just isn't there," he says. "A lot of LMS vendors are struggling to reach profitability, and there will be a shakeout when the larger vendors enter the market."

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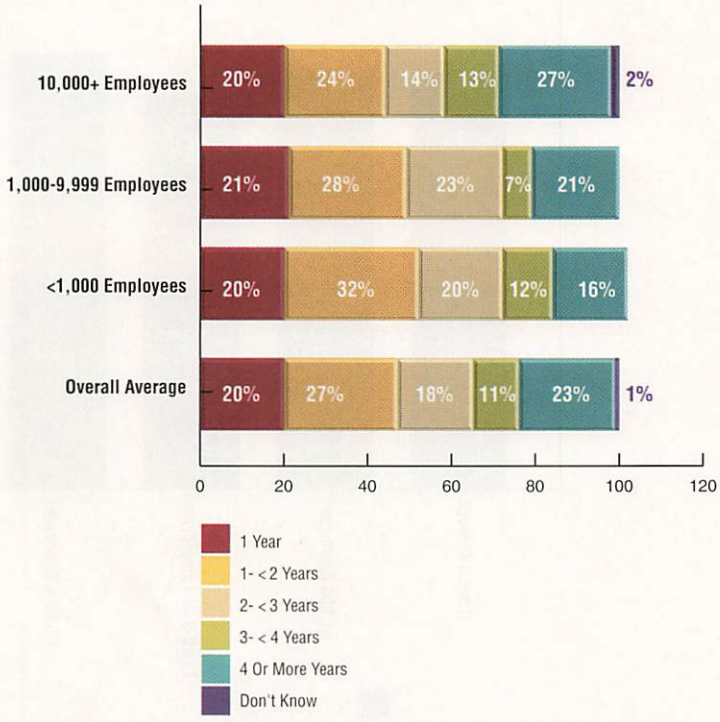
For more results of the LMS usage survey conducted by *Training* magazine and IDC, go to www.trainingmag.com.

GAIL JOHNSON *is the managing editor of* Training. *edit@trainingmag.com*

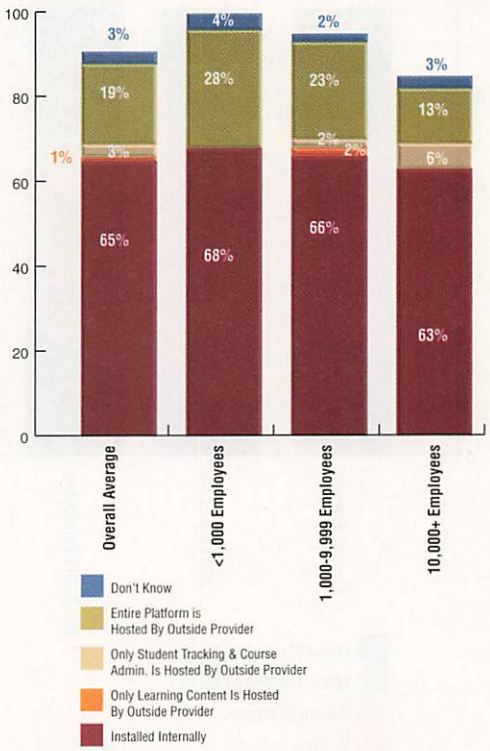
How Long Has Your Organization Been Using An LMS?

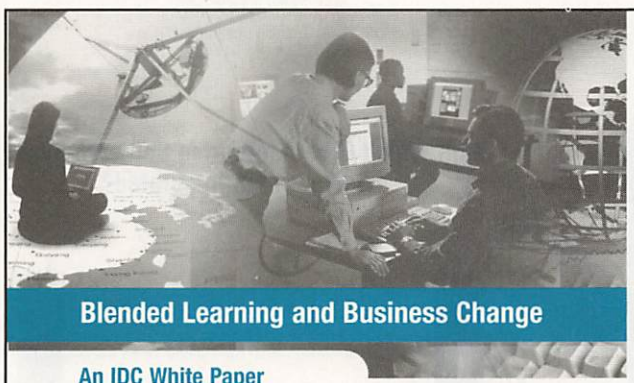
(By Company Size)



Is The LMS Installed On Your Company's Servers Or Is It Hosted By An External Provider?

(By Company Size)





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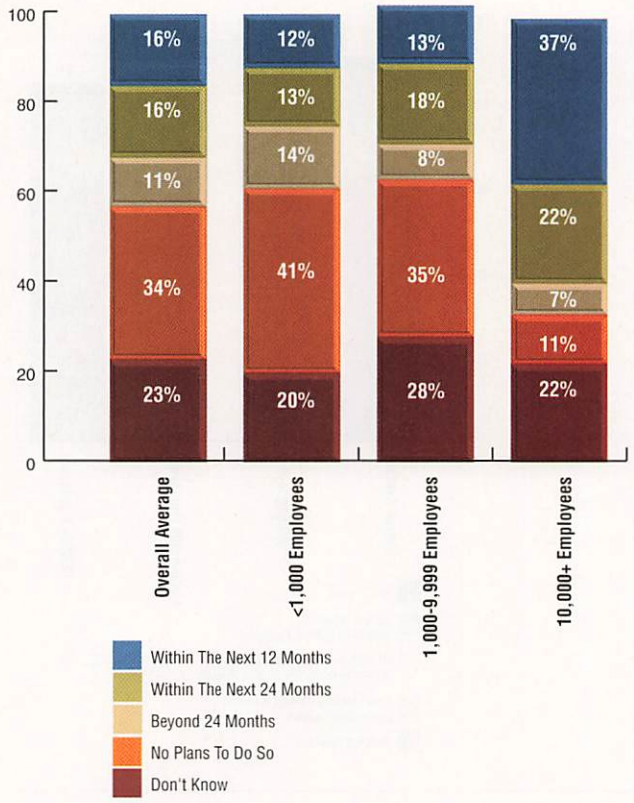
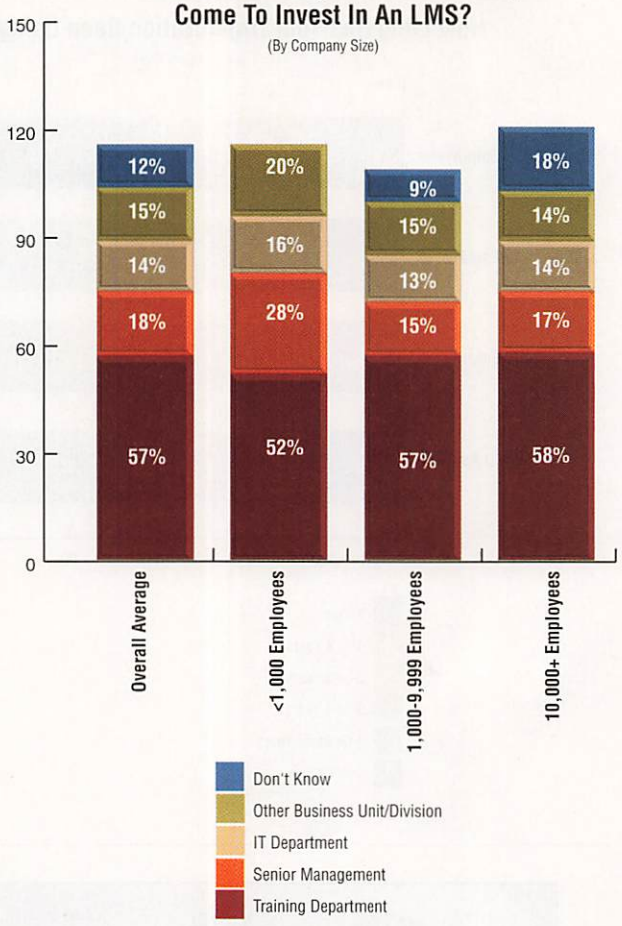
When, If At All, Does Your Company Plan To Adopt An LMS?

(By Company Size)



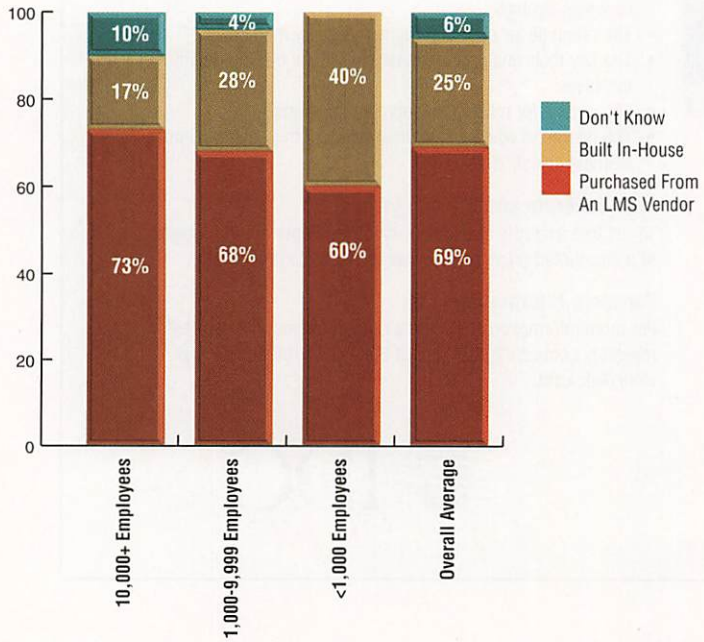
From Whose Budget Did The Money Come To Invest In An LMS?

(By Company Size)



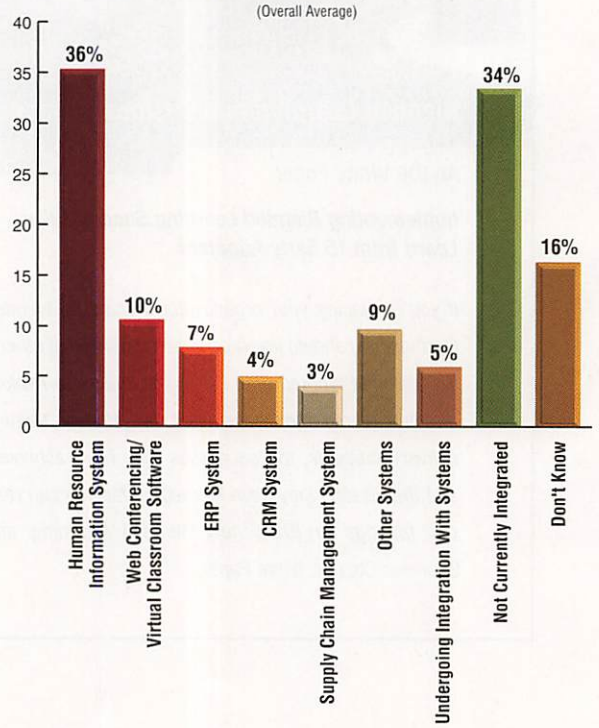
Was Your LMS Built In-House Or Was It Purchased From An External Vendor?

(By Company Size)

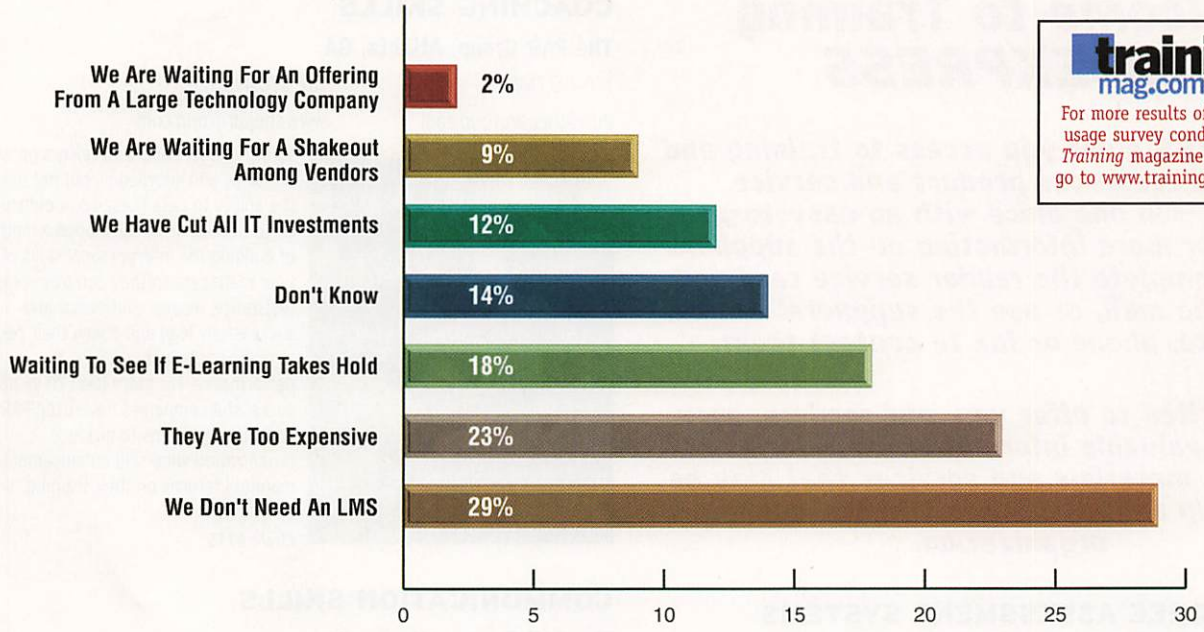


With Which Other Enterprise Software Systems Is Your LMS Integrated?

(Overall Average)



Why Has Your Organization Not Invested In An LMS?



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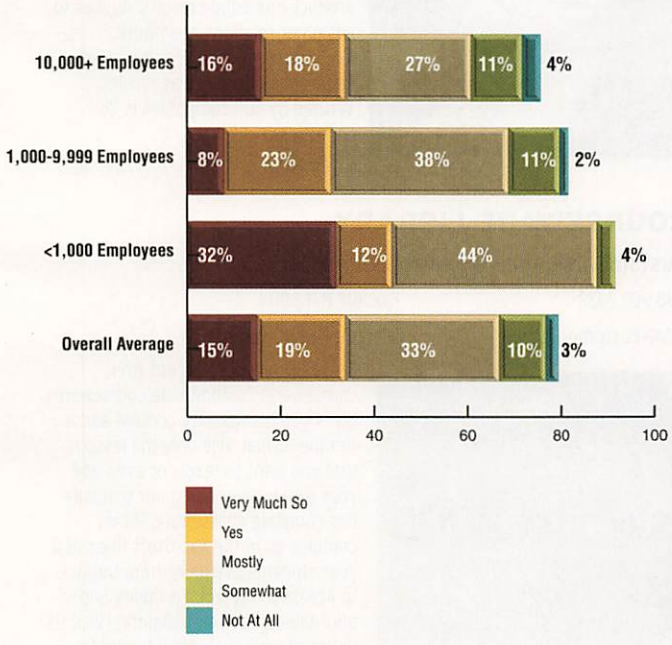
Is The Investment In Your LMS Paying Off?

(By Company Size)



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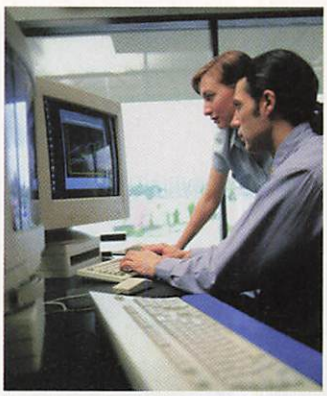

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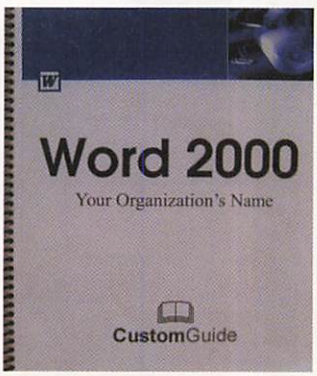

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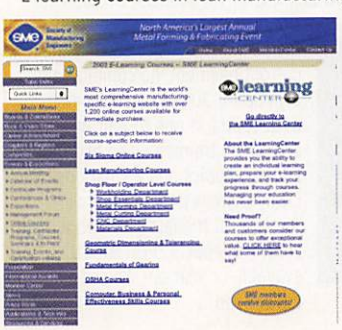

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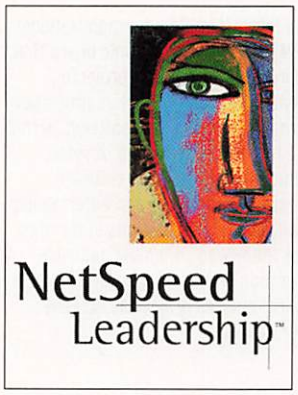

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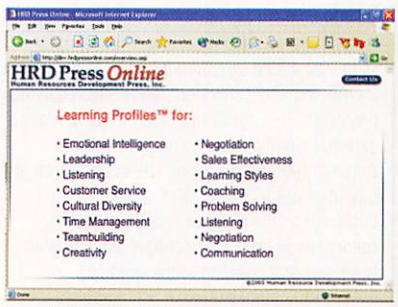

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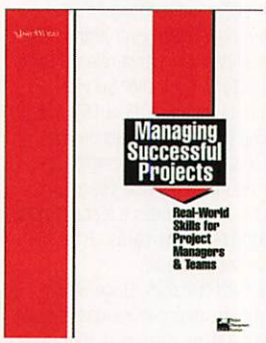

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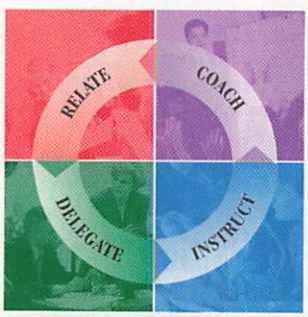

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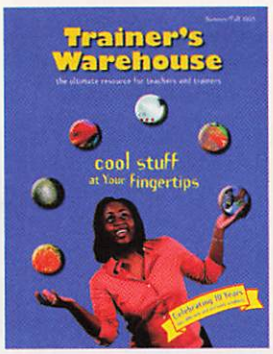

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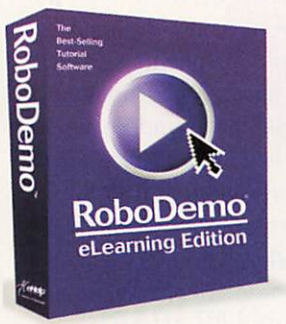

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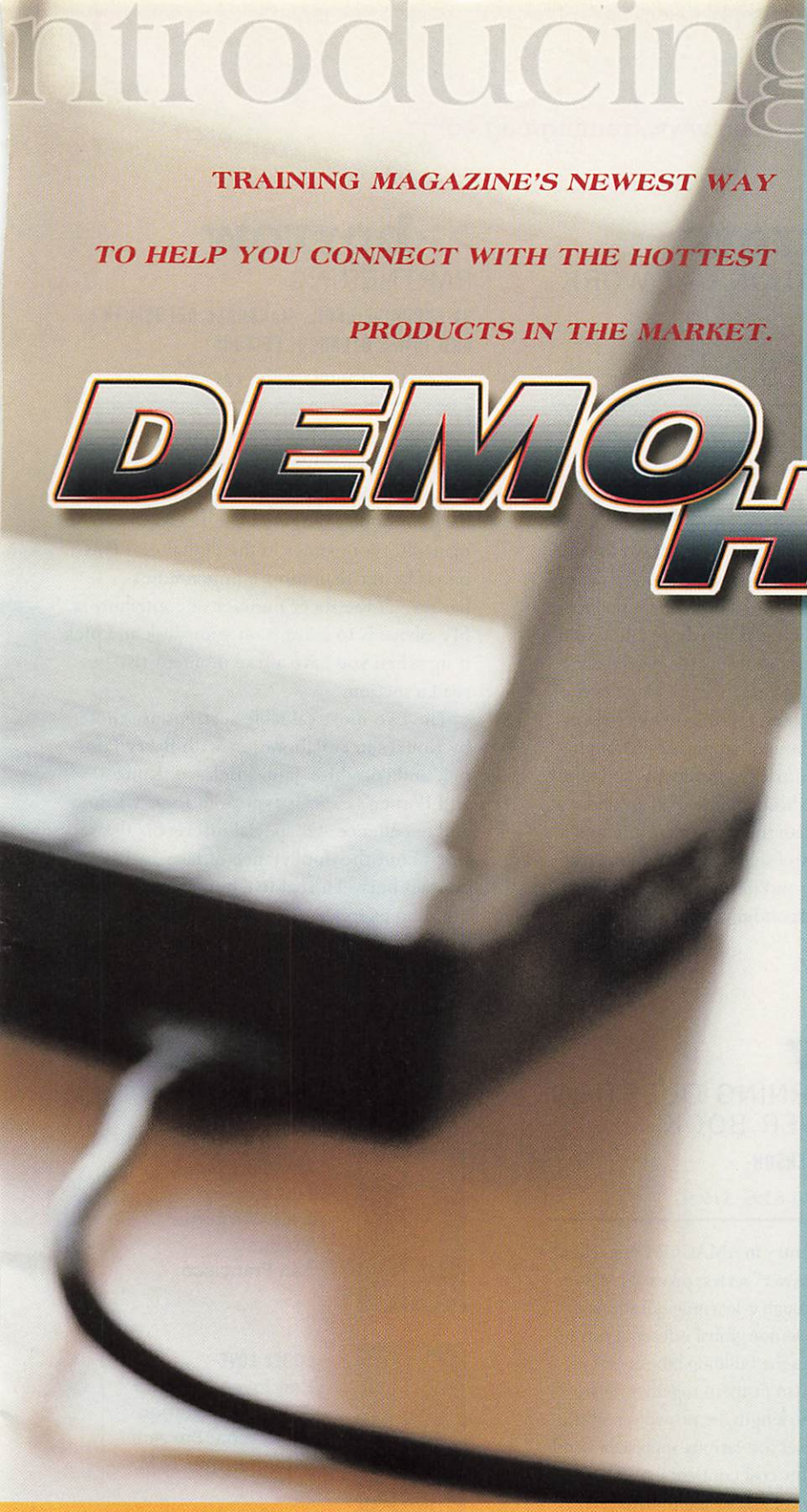

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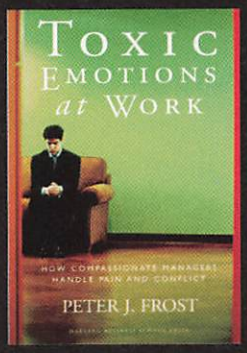

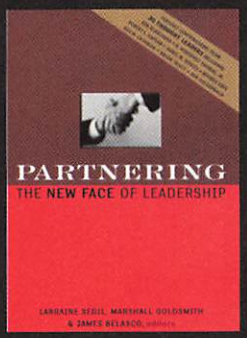

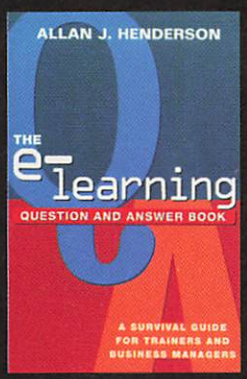

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BY PETER J. FROST

Harvard Business School Press, (617) 783-7410, $27.50

As a magazine article, *Toxic Emotions at Work* could have been an informative, interesting, useful resource. Calling for the development of the "compassionate organization," author Peter Frost offers compelling anecdotes of workplace trauma and the people who serve as an organization's "pain-handlers." As a book-length publication, however, what could have been a few well-chosen anecdotes about traumatic workplace events is instead a relentless, depressing litany of tales of bullying bosses, terrible work environments and gross abuse of employees. Though there are certainly toxic environments and monster managers, the sheer volume of Frost's horror stories may overstate their prevalence. Though perhaps not worthy of so much real estate, Frost's topic is interesting and his ideas for buffering and proactively responding to pain are good.

—Jane Bozarth

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THE E-LEARNING QUESTION AND ANSWER BOOK

BY ALLAN J. HENDERSON

AMACOM, (800) 714-6395, $19.95

This, the newest entry in AMACOM's excellent "question and answer" series, provides real-world answers to tough e-learning questions. Henderson, IBM's senior global e-learning strategy analyst, outlines the building blocks of e-learning and how to fit them together. Discussing cost at some length, he provides realistic estimates of expenses for various approaches and offers suggestions for cost containment. There are also case studies of e-learning initiatives in several different arenas and interviews with Janis Morariu, Steve Rae and Andrew Sadler. The accessible format, good chapter summaries and useful tools, with absolutely no fluff or filler, make *The E-Learning Question And Answer Book* essential for those venturing into the world of online training.

—Jane Bozarth

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PARTNERING

BY LARRAINE SEGIL, MARSHALL GOLDSMITH AND JAMES BELASCO, EDITORS

AMACOM, (212) 903-8316, $27.95

I like this kind of book, which presents essays from 30 thought leaders, including Ken Blanchard, James Kouzes and Jon Katzenbach, on topics ranging from teamwork to managing companies in the digital era. This one is better than most compendiums because of the sheer number of contributors. My advice is to leave it on your desk and pick it up when you have a free moment (ha!) to read a section.

The two most valuable sections are those by Kouzes in collaboration with Barry Posner, and co-editor James Belasco. Kouzes' and Posner's essay is typical of their wisdom and excellence. Of special interest is the section about the importance of face-to-face contact between real live humans as a trust-building exercise.

—Skip Corsini

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Fitting right into Gansen Lindsay's commitment to client satisfaction is the SMART Board interactive whiteboard. The firm's designers use the touch-sensitive whiteboard in their office to present plans to clients.

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Offices and corporate facilities constitute 80 percent of Gansen Lindsay's projects. Because the firm's designers know firsthand how the SMART Board interactive whiteboard helps improve meetings and presentations, they specify it for their clients' boardrooms, training rooms and offices as well.

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"The evolution of a plan can take place right there, when normally it would take three meetings."

With the interactive whiteboard, the design process has become more efficient and introduces clients to a product that addresses their technology needs. As Gansen puts it, "The SMART Board interactive whiteboard is a tool that is very relevant to the way we communicate and work in an office today."

Contact SMART

For more information about the SMART Board interactive whiteboard contact SMART Technologies Inc. at 1.888.42.SMART, or visit the SMART Web site at www.smarttech.com.

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Content First

Most e-learning vendor websites have their prerequisite technology chart. This is the happy, colorful, high-level graphic with a few boxes and some big arrows that shows how their solution works. There is always a blissful, almost 1950s air about them. "Golly," they seem to say, "E-learning is easy!"

In most cases, implementing enterprises will have to assemble their own e-learning pieces rather than buy one complete solution. They will have to painfully integrate different content (including assessment), different management systems, and the experience of a diversity of end users. Furthermore, they may want to integrate their e-learning application architecture to the existing enterprise resource planning and customer relationship management applications.

To help you put the vendors' charts in context, I thought I would fill in the cracks to show the categories and connections that could and should be there. Let's start with content.

Most content is delivered directly to the end users. There are different types, and successful programs will involve more than one type of content, including traditional learning events.

The two most common styles of e-learning content are workbook-style Web pages and virtual classroom sessions. Off-the-shelf workbook-style content providers supply generic business and IT skills courses. This allows companies to give up customization for a lower price and higher production values. Custom workbook-style content is e-learning material built specifically for a given organization.

Off-the-shelf and custom content tends to have the same IT footprint and deployment as other Web-based content. It increasingly uses off-the-shelf plug-ins (although there are some exceptions).

E-learning content creators can use general-purpose authoring tools, from PowerPoint to Macromedia's Flash. This is getting easier with every new release. However, e-learning still has some specific elements, including testing and tracking, not found in general authoring products. Therefore, e-learning specific authoring tools might be necessary, or organizations that use learning content management systems (LCMSs) can add this functionality to standard Web-delivered content.

ONE OF THE MOST DISTURBING ASPECTS OF THE E-LEARNING MOVEMENT HAS BEEN THE LACK OF FOCUS ON THE QUALITY OF END-LEARNER CONTENT.

CLARK ALDRICH

Virtual classroom tools provide an infrastructure for synchronous courses integrating voices, slides and application sharing, as well as an authoring tool for capturing and editing sessions for future use. The virtual classroom capability can be seen as both a multi-cast capability (to push the lecturer presenting to a group of students), and a community tool (for the students to talk and work amongst themselves).

Content should be able to be launched and tracked through a third-party LMS. All types of content should be able to be edited and reassembled by LCMS tools.

There is another type of content not designed for end-learners: administrative content. Curricula present, suggest, demand or even prohibit courses for specific end-learners. This meta-content can be changed directly by a member of HR or at the manager level.

One part of an enterprise curriculum can be a skills map—a database that specifies which positions in an organization should have which competencies in which skills. Skills maps can be bought off-the-shelf, but they will invariably need customizing. For many organizations, this customization effort is politically harrowing, as all affected business units must weigh in and come to some agreement on necessary skill levels and collection methodologies.

Administrative content also includes records, including who took what courses and how they did. Any e-learning records should be automatically captured from the learning event. Other records inputs can include 360-degree and job performance reviews, or personal action plans.

One of the most disturbing aspects of the e-learning movement has been the lack of focus on the quality of end-learner content. Thankfully, that is beginning to change.

CLARK ALDRICH *is an independent e-learning analyst, speaker and consultant in Madison, Conn.*

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Show Me The Value

In today's harsh business economy, executives want to know one thing about any project management initiative: "What's the value?" More than ever, every dollar invested must be justified, and every initiative must deliver tangible results. Training professionals now must work even harder to prove the merit of their initiatives to senior management. The good news is that training professionals can establish tangible metrics on the value of project management training simply by asking the right questions and developing an appropriate measurement system.

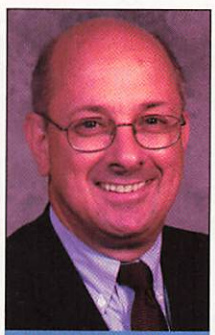
Project management is more than just sticking to a schedule. Successful project management integrates many intricate, interactive areas that enable companies to identify their targets, select a path to get there, and track progress.

While executives may be leery of dedicating valuable resources to project management training, many have learned the hard way what happens if they don't. The Standish Group, an independent research firm in West Yarmouth, Mass., found that a large portion of the $250 billion spent each year on IT application development is lost as a result of ineffective project management. Some 30 percent of all projects are canceled before completion, and 88 percent of projects are behind schedule, over budget or both.

In the past, most companies relied solely on ROI calculations to justify their project management initiatives. These are hard, understandable numbers that senior management likes to see. However, ROI can include more than just financial measures, which don't always reflect overall value. Many performance measures have come to be viewed as leading indicators. When they improve, an improvement in the financials generally follows. So financial measures must be supplemented with non-financial ones such as budget performance, project schedule performance, employee productivity, and others.

To measure the results of project management training, you can use the following five-step approach that employs a scorecard format to measure both financial and non-financial results of project management initiatives.

WHILE EXECUTIVES MAY BE LEERY OF DEDICATING VALUABLE RESOURCES TO PROJECT MANAGEMENT TRAINING, MANY HAVE LEARNED THE HARD WAY WHAT HAPPENS IF THEY DON'T.



BY JIMMIE WEST

Step 1: Strategic planning. First, determine the purpose of your project management training initiative. Do you want it to yield a positive ROI? Do you want to train your internal project managers to be more capable of leading future projects more quickly and efficiently? Will your strategy be implemented enterprisewide, or just for a single business unit? Then determine how you will gain executive sponsorship and who your key contact will be.

Step 2: Organizational assessment data gathering. Identify your organization's current operations infrastructure and its overall mission and strategies. You can do this through surveys and interviews to determine how your organization handles project management training and performance evaluation. Next, formulate a simple plan that identifies who will be responsible for gathering data and from where.

Step 3: Business strategy. Organizations ultimately execute their strategies through projects. If strategic planning is done thoroughly and well, project management training and the resulting value will support those strategies.

Step 4: Scorecard development. After you've determined what benefits you hope to identify through your measurement strategy, establish a database of key measures. Include measurement categories such as financial, staff, project management process, and learning and growth.

Step 5: Implementation. Develop an implementation plan and stick to it. Isolate the effects of your project management training initiative, and communicate the results to your pre-defined audience. Wherever you can, convert your data into financial values. Remember that performance benefits are important as well.

You will prove to senior management that project management training is worth the investment by following this five-step approach, sharing your statistics and providing quantifiable results.

JIMMIE WEST *is the Dean of Project Management College (www.pmcollege.com), the training arm of PM Solutions, Philadelphia.*

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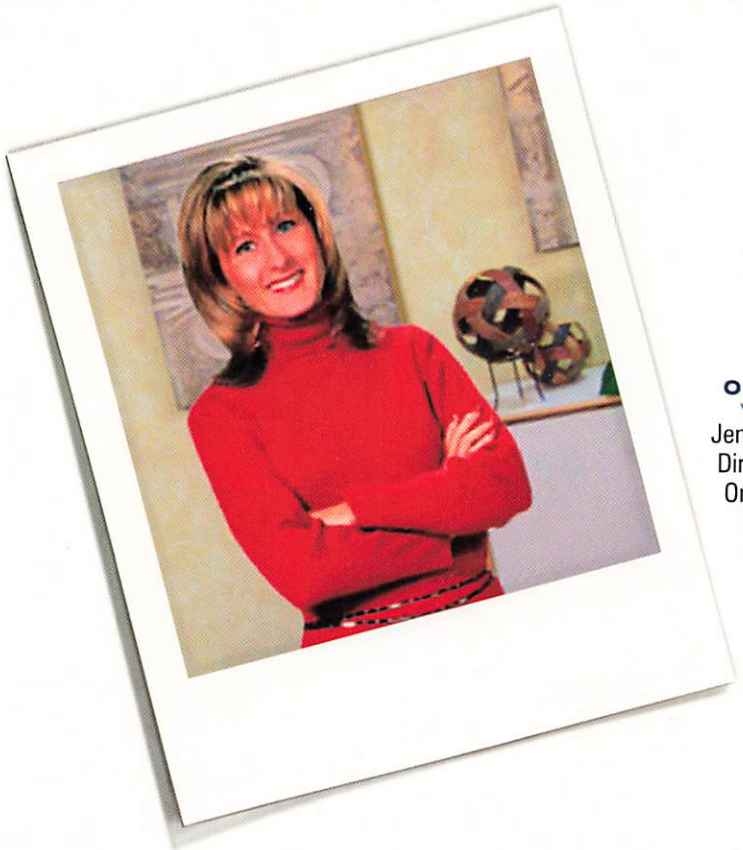

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